



History of the Department of Communication at Cornell University

Its evolution from 1874 when Cornell offered the world's first university-level instruction in journalism, to a Department of Extension Teaching in 1907 with courses in oral and written expression, to a Department of Extension Teaching and Information in 1945, to a Department of Communication Arts in 1966, and a Department of Communication in 1985.

Compiled by William B. Ward



Cover Photos (clockwise)

1. President Andrew D. White initiated the first teaching of journalism at a university level in 1874.
2. In 1907, Dean Liberty Hyde Bailey organized the Department of Extension Teaching.
3. Professor Bristow Adams became editor and head of the Office of Publications in 1914 and taught agricultural journalism courses from 1919 to 1945.
4. First professional staff meeting in July 1945 of the new joint Department of Extension Teaching and Information for the Colleges of Agriculture and Home Economics.
5. Students in a communication course in 1966 discuss magazine publishing with editors in Iowa via tele-lecture without leaving their classroom.
6. Several national farm and home radio broadcasts from the campus were initiated by the Department beginning in the late 1940s.
7. A new Educational TV Center in the College of Human Ecology began operation in 1970.
8. *Cornell Countryman* magazine, published continuously for 92 years (1903 to 1995), went through periods of faculty and student management until integrated into an undergraduate course in the Department.
9. Video taping student speeches in oral expression courses started in 1971.
10. More than 300 persons from 65 countries attended the Department's Communication Planning and Strategy training program from 1980-95. (Photo taken of participants in 1985.)

William B. Ward, Professor Emeritus, is the symbolic father of the Department beginning in 1945 when he put together press, publication, radio, and visual aids services and the academic courses in journalism and public speaking for the New York State Colleges of Agriculture and Home Economics at Cornell University. He was the Department's first head and a teacher of communication courses for more than 50 years

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WORLD'S FIRST UNIVERSITY-LEVEL JOURNALISM INSTRUCTION

Andrew Dickson White, first president of Cornell University, did not create a formal department of journalism or actively promote a field of study known today as “communication,” but he did initiate the world’s first teaching of journalism at a university level in 1874. It may not be stretching the point too far to say that the genesis of Cornell’s extensive academic program in communication today can be traced to this and several other largely unconnected events.

From his early youth and throughout most of his life, White showed an interest in journalism. He is reported to have built a working press when he was 10 years old, and in his autobiography he wrote:

As I now look back to my early manhood, it seems that my natural inclination should have been toward journalism; but although such a career proves attractive to many of our best university-bred men now, it was not so then. In those days, men did not prepare for it; they drifted into it. I do not think that at my graduation there was one out of 180 members of my class who had the slightest expectation of permanently connecting himself with a newspaper. This seems all the more singular since that class has produced a large number of prominent journalists.

As president of Cornell University, which opened its doors for instruction in 1865, he often expressed his belief in a liberal education embracing science, literature, and the arts. He said a curriculum should also “satisfy the wants of the hour.” His educational philosophy and that of the university founder, Ezra Cornell, who felt that students should do practical work along with and related to their studies, produced an interesting blend. One, among many pieces of evidence of this, was his proposal for journalism training approved by the faculty in 1873.

Course Announcement

The following information on the world's first university-level journalism instruction appeared in *The Register of Cornell University* for 1874-75:

Although no special course has been arranged in journalism, arrangements have been made for giving special instruction to those who intend to make journalism their profession. These arrangements consist, so far as the University is concerned, in

1. The art of printing. Students will be required to do work at type-setting in its various branches, the reading and correction of proofs, the making up and working off of forms, in the University printing office under the direction of the Director of University Printing to such an extent that they will be able to take charge of the office and do book and job work by themselves. (Practical work for students was available in the Cornell University Press—the first university press in America established in 1869.)
2. Instruction in printing proper. This will consist of a course of public lectures which will embrace the history of the origin, growth and development of the periodical press in Europe and Asia; notes on the peculiar characteristics of the journals of different countries, on the relations of different branches of journalistic labor to each other. Practical instruction will also be given on methods of collecting and arranging news, on the proper “make up” of a newspaper and so forth.

Besides this, students will be required to study phonography (shorthand), under an approved teacher, and to acquire some knowledge of telegraphy.

To all students of the General Courses who shall have complied with the foregoing conditions there will be given, in addition to the Diploma appropriate to their course, a Certificate of Journalism, signed by the University authorities and the University seal affixed.

1. To all students in the Course in Literature, or that in Philosophy, who shall have satisfactorily completed the course.
2. For students in the Course in Arts it will be further required that they shall have taken at least one term in French and two in German in their course.
3. Of students who have completed the Course in Science it will be required that they shall have taken all the studies that are in that course in the Department of History, of Languages and of Philosophy and Letters, and shall have prepared themselves outside of the University course to pass, before the beginning of their fourth or Senior Year, a satisfactory examination in Latin Grammar and the same Latin Reader, sufficient to enable them to read and translate ordinary Latin sentences.

Professional Journalists' Opinions

On May 27, 1875, President White wrote a letter explaining the features of this program and his plans for the future to Charles F. Wingate, a New York City journalist. After receiving the letter, Wingate interviewed several well-

known American editors and newsmen concerning their opinions of journalist training in universities. Some approved of such training, including Whitelaw Reid of the *New York Tribune*, George W. Curtis of *Harper's Weekly*, and Joseph Pulitzer of the *New York World*; others bitterly opposed it, including E. L. Godkin of the *New York Evening Post*, Horace Greeley of the *New York Tribune*, and Frederick Hudson of the *New York Herald*.

Typical of some of the adverse responses were these comments: the only place one can learn to be a journalist is in a well-run newspaper; establishing a special chair or class in journalism in colleges or universities would be an absurdity. But Whitlaw Reid, an advocate of such training, presented an entirely different viewpoint in a public lecture in 1872:

There were thousands of brave men around Toulon, but only Napoleon could handle the artillery. It was the scientific training that gave his warlike genius its opportunity and its tools of victory. West Point does the same for countless Napoleons whom, according to popular biographies, Providence has been kind enough to send us; and the University may yet do as much for the embryo Bryants and Greeleys, Weeds and Raymonds, and Ritchies and Hales who are to transform American journalism into a Profession which will emulate the laurels of these earlier leaders, with large opportunities on a wider stage, to more beneficent ends....

Even though the early Cornell program had the support of such prestigious journalists as Reid and Pulitzer, as well as President White, it experienced a short life. It did not appear in *The Register* after 1876-77.

Assessment of the First Program

Bruce Underwood, a visiting professor at Cornell in 1965-66 from Temple University, examined the program and made this assessment:

Positive aspects:

1. It had the distinction of offering the world's first university instruction in journalism. Perhaps unfortunately for journalism education, this distinction received far less recognition and attention than it merited. Nevertheless, it was first.
2. President White's goal of turning out capable, influential journalists with high professional standards reflects unusual nobility and percipience for an era that often did not demand high standards.
3. Professor Willard Fiske, counterpart of the modern news-editorial professor, was highly qualified by both professional experience and education. His accomplishments appear to have been such that would merit the esteem of educators as well as of professional journalists. (Students were required to attend lectures given by him. His title was professor of North-European languages and librarian; he also had a distinguished record as a newspaper writer and editor.)
4. The curriculum stressed academic achievement while not neglecting practical laboratory training. In some respects the course content seemed far ahead of its time. For example, a number of journalism schools have only recently begun to offer instruction in in-

ternational communications and to require proficiency in foreign languages.

5. Evidence indicates that, even though it failed, the Cornell program influenced development of the journalism curriculum of the Wharton School of Business. (This curriculum at the University of Pennsylvania started in 1893 and lasted until 1901.)

Negative aspects:

1. Cornell University officials failed to make the program well known to the general public.
2. The program should have been continued despite several lean years until it became firmly established.
3. The journalism teaching staff lacked liaison with professional journalists. Though this probably was typical of that era, the program would have contributed much more to the journalism profession had it had closer contact with newsmen.
4. As was true and is true of many university operations, the journalism program left inadequate records to guide later efforts of a similar nature.
5. Perhaps Professor Fiske's treatment of journalism was too literary. By broadening his approach, he might have made the work more appealing to a larger number of students.

There seems no doubt that the pioneering journalism program could have offered a great deal to professional training. The short life and minimum publicity of the program impeded the progress of journalism education.

Revival Fails

The Department of English attempted the first revival of journalism teaching at Cornell, offering a course for two academic years—1888-89 and 1889-90—and then dropped it. The class was organized as the city staff of a large newspaper with a professor as editor. Although no solid evidence exists as to why the course was discontinued, faculty opposition appears to be the principal reason. According to Morris Bishop in his book, *A History of Cornell*, "many looked on such vocationalism as foreboding." This attitude on the part of many professors in the College of Arts and Sciences continued for many years and no further attempts were made there to teach journalism.

CREATION OF A TRILOGY: TEACHING, RESEARCH AND EXTENSION

Journalism received far different treatment by another college on the Cornell campus: the New York State College of Agriculture which started as a department but became a state college under the administration of the University when Governor O'Dell signed a bill on May 9, 1904. It not only became, and remained, an important center of research and resident instruction, but also of extension work which proved to be the most effective means to shorten the time lag between the discoveries of research and their application.

Principal designer of this remarkable trilogy and architect and builder of the College was Liberty Hyde Bailey who came to Cornell in 1888 as Professor of General and Experimental Horticulture, and then Director of the College and Dean of its faculty from 1903 to 1913. In his history book, Professor Bishop said he "set an example of productive energy that no one else has had the strength and genius to follow. Bailey was a college in himself, teaching, experimenting, lecturing, running a far-flung extension program, publishing eleven books and uncounted articles in five years."

Actually, during his long lifetime, Dean Bailey wrote and published more than 150 books which piled one on top of the other on the floor of his study were taller than he. At the same time many of his books were being published, he was editor of the magazine, *Country Life in America*. Moreover, until 1909 he acted as editor of all college publications. Along with his outstanding scientific and administrative work, he was one of the great communicators of his era.

Department of Extension Teaching Formed

Dean Bailey's strong support of an extension program led to the formation of the Department of Extension Teaching in the College in 1907 under the

direction of Charles Henry Tuck, assistant professor. (It became the official antecedent to the Department of Extension Teaching and Information created in 1945 which was later renamed the Department of Communication Arts and after that the Department of Communication.) The Dean assigned duties to this new department which were "peculiarly its own," such as administering itinerant and traveling schools, outside lecture courses, work at fairs, excursions coming to the College, reading courses, correspondence courses, management of Farmers' Week, and providing information to the press. For students at the College, it presented instruction in public speaking, parliamentary procedure, and extension methods.

Speech Courses and Public Speaking Stages

An undergraduate course was initiated in the fall term of 1907-08 to provide speech training for students who planned to do extension work. Taught by Professor Tuck, it also involved studies of parliamentary law, conduct of meetings, preparation of extension publications, and extension organization and methods. However, it soon became apparent that the course was too unwieldy and in 1912-13 the parliamentary law portions of the course were set up separately under Professor George A. Everett. These courses were called Extension Teaching I and II. Parliamentary law became a part of Extension Teaching II. Extension publications and extension methods and organization were put in separate courses.

Professor Everett established several innovations in his courses. He believed that to develop their best potential in public speaking students should speak often to groups, on original topics, with considerable speech-preparation help from the instructor in the form of individual conferences. Although various innovations and improvements have been made in the speech courses over the years by members of the faculty, basic fundamentals were retained.

The first Eastman Stage for Public Speaking open to undergraduates of the College was held on February 11, 1910. By its golden anniversary in 1960, more than 1500 students had entered the competition and 262 were chosen to compete. Almon R. Eastman, a banker in Waterville, New York, and for a time a Cornell trustee, provided endowment funds for prizes to be given to winners of the contest. Through the years this speaking contest and the Rice Debate Stage, founded in 1928 by Professor James E. Rice, have been representative of student thought on many issues.

President White attended the Eastman Stage whenever possible, and he expressed his opinion of this College of Agriculture event in the following letter:

November 11, 1916

*Professor B. T. Galloway,
Dean of the State Agricultural College,
Cornell University.
My dear Dean Galloway:*

I have always considered the Eastman Stage as one of the best things that Cornell University has acquired, and it has given me great

pleasure to be present at its contests and to listen to the subjects discussed and arguments presented.

Again and again I have insisted, publicly and privately, that it usually has merit, above most college or university prize debates, in that it discusses topics of living interest and importance, both to the competitors and to their audiences, and mainly because the speakers discuss matters about which they really know something and regarding which they hold earnest opinions.

This, to my mind, is far better than taking topics which are remote from the real knowledge of the speakers as has been so often done in our colleges in general.

And this is not all. Perhaps my deepest interest in the Eastman Stage and in the probable results of Mr. Eastman's public spirit and generosity is that it tends to give the agricultural interests of the State a voice such as they have not usually had. As a matter of fact, Agriculture—the great fundamental industry of the world—has usually been least represented in our public bodies and very rarely represented by men who are able, with pen and tongue, to present its claims. That, in my opinion, is the main reason why every other interest in this great Republic is more fully and clearly presented in our public bodies than are the claims of the great agricultural part of the community.

My hope is that, before long, we shall begin to see results of training such as that promoted by Mr. Eastman, in the presentation of agricultural interests not only at meetings of farmers themselves, but in the legislatures of various states and in Congress. My hope is that Mr. Eastman's noble example will be imitated in our agricultural colleges and schools everywhere, and that there shall be a constant promotion of worthy discussion, by young men directly and practically representing the agricultural questions in which they have a real interest.

I regret exceedingly that it will probably be impossible for me to be present at the competition this evening, but trust that it will be equal to those which I have attended and in which I have always been so deeply interested.

*I remain, my dear Mr. Dean,
Most respectfully and sincerely yours,
(signed) Andrew D. White.*

Both Professor Everett and Professor G. Eric Peabody played a major role for many years in the success of the public speaking contests sponsored by the College. Also, their courses in oral and written expression were popular with students. Over his 43 years of teaching (1921-1964), Professor Peabody taught thousands of students the ability to "stand up, speak up, and shut up." Inaccurate material or lack of clarity were not tolerated in his classes. Soon after he joined Cornell, he helped develop a two-year special program for students from rural areas who were not interested in attending a college for four years to obtain a degree but wanted a shorter period of study in which technical and practical information was emphasized. Among the required courses were two in Extension Teaching offered in the fall and spring semesters which were designed to improve speaking and writing abilities and an understanding of parliamentary procedures. Each one involved individual conferences and student

advising. As the program developed, it became a back door entry into the four-year degree program for some students. Enrollment averaged approximately 145 each semester until the two-year program was ended in the mid 1960s.

The speech program in the College of Agriculture "outlived" the speech curriculum in the College of Arts and Sciences which started in 1914 and was given major credit for reviving the study of classical rhetoric in the 20th century. Although originally designated as the Department of Public Speaking, it was known throughout most of its existence as the Department of Speech and Drama. The speech part of this department (but not the drama part) was voted out of existence by the College of Arts and Sciences in 1964. Its strong supporters called this action "one of the great academic ironies of the time." The College had let this once distinguished program slip into total eclipse. The speech program in the College of Agriculture, however, continued to prosper. (See other sections of this history for later developments.)

Publishing Gains Momentum

During the early 1900s and going back to the latter part of the 1800s, publishing by the College received attention by the administration and the faculty. The first Agricultural Experiment Station Bulletin came off the press in 1888 and the first home economics bulletin in 1902. Dean Bailey urged all faculty members to get the results of their research in shape for publication, and by 1905-06 the College was issuing five kinds of publications: Junior Naturalist Monthly, Home Nature Study Course, Bulletins of the Farmers' Reading-Course (monthly from November to March), Bulletins of the Farmers' Wives' Reading-Course (monthly from November to March), and Bulletins of the Experiment Station. Also, press releases were being sent to editors to inform the public about the work of the College and exhibits prepared for fairs.

The agricultural press, particularly the *Country Gentleman* and the *American Agriculturist*, campaigned for a short time to get the reading courses and the "general rural matter that floods the farmer at no cost" discontinued. They considered them a threat to their own interests. However, key members of the State Legislature and officers of the State Grange advised the College to continue the publications and not to be intimidated by the agricultural press. The College published 74 publications in the fiscal year 1911-12 with a total press run of 2,122,415 copies. Albert R. Mann, Secretary of the College and Professor of Agricultural Editing (later Dean), was in charge of the editorial work. During that year an assistant editor (Lela G. Gross) was added to the staff and two years later another assistant editor and two artists.

Dean Bailey wrote in one of his annual reports that "of necessity, every teacher in a college of agriculture who keeps alive is an investigator; this investigation should be organized and the results published. The student catches the spirit of it, and develops a scientific habit of mind, taking nothing on authority but everything on evidence."

A New Student Magazine

In 1903, the Dean supported student plans to publish a monthly magazine and suggested the title *Cornell Countryman*. To help maintain it, he provided \$500 annually which he explained was not a subsidy but a business arrangement. The magazine was to run a college advertisement in each issue and send copies to the high schools of the state. A press run of 2,000 copies cost \$90 and 10 of the 32 pages of the first edition were filled with advertising. The editor of *Country Gentleman* attempted to get the president of Cornell to restrict the *Cornell Countryman* to local (Ithaca) advertising, but Dean Bailey was not willing to adopt this restriction.

The staff of the first issue consisted of an editor, associate editor, two alumni editors, several assistant editors, a business manager, and three assistant business managers.

The first editor, George Warren who later became professor and head of the Department of Agricultural Economics, wrote this editorial for Volume I, Number I (December 1903) outlining the mission of the magazine:

For some years now there has been a growing desire to establish an agricultural periodical at Cornell University. Such a publication is necessary in order to keep the former students in touch with each other and with the college, and to present the advances in agriculture. This is the mission of the CORNELL COUNTRYMAN. It is published by students and graduates of the College of Agriculture, and meets the hearty approval of the faculty; but the editors are responsible for the policy of the paper.

It is not our purpose to enter the field so well filled by the many excellent farm papers; but rather to appeal to the student of agriculture, be his work in farming, teaching or investigation. In the CORNELL COUNTRYMAN we hope to voice the best in agricultural progress and agricultural teaching. We will present articles that deal with the larger problems of country life, the economic and social conditions, the rural school and the farm home. The results of scientific investigations and general agricultural news will be given prominence. Special attention will be given to news of former students.

Among the articles in the first issue was one by Dean Bailey entitled, "The Outlook for Agricultural Teachings," and another by Martha Van Rensselaer about the reading course for farmers' wives. The magazine was copyrighted in 1904 and the organization incorporated in 1914.

In the early years, the *Cornell Countryman* resembled a professional journal of agriculture with faculty members and professionals in the field of agriculture writing most of the articles; students contributed very few. (However, this changed over time and the magazine became completely written and edited by students.)

Although the male gender dominated the top editor's position for many years, Julia Bockee became the first woman editor in 1936. Several others followed her in future years, including Jane Brody, who became a *New York Times* writer and a nationally famous author of a number of best-selling books on food and nutrition. Among other *Countryman* editors who became well-known authors, professors, journalists, editors, or advertising executives included Russell

Lord, J. R. Fleming, J. W. Spaven, J. T. Kangas, C. H. Freeman, George Axinn, Dana Dalrymple, Alfred Wegener, and Steven Breth.

Preparation and publishing of the *Countryman* (without advertising) was given the status of a laboratory course under Professor Holim Kim beginning in the late 1960s and from 1975 until 1995 under the direction of Jane Little Hardy, senior lecturer in the Department who retired in June 1995. Unfortunately, the magazine ceased publication that year because of severe college and departmental budget cuts. Up until that time, it had been the longest continuing Cornell publication and the oldest continuous agricultural student magazine of any college or university in the U. S. (The first issue came off the press in 1903 and the final issue in October 1995.)

AGRICULTURAL JOURNALISM COURSES AND OFFICE OF PUBLICATIONS ESTABLISHED

In the fall of 1914, Bristow Adams came to the College of Agriculture at Cornell to assume the position of Professor of Extension, Editor, and Head of the Office of Publications. Development of this office was gradual but steady. Unlike the unsuccessful efforts in the College of Arts and Sciences, the four journalism courses he initiated in 1919 and taught in the College of Agriculture continued until his retirement in 1945: Agricultural Journalism, Agricultural News Writing, The Country Newspaper, and Agricultural Information. After his retirement, these and other communication courses were offered to Cornell students by staff members of a new department in the College of Agriculture.

Professor Adams' tenure at the University (31 years) was much longer than that of B. T. Galloway who brought him to Cornell from the U. S. Department of Agriculture (USDA). Galloway, who succeeded Liberty Hyde Bailey as Dean, was not popular with the faculty. It opposed his bureaucratic administrative methods and efforts to make various reforms. Within two years he had had enough and returned to a position in the USDA in Washington, D. C. Albert R. Mann, an "insider" and successively secretary to Bailey, registrar, secretary and editor for the College, assistant professor of dairy industry, and professor of rural social organization was selected as the next Dean of the College.

Professor Adams, teacher extraordinaire, editor, writer, artist, and world traveler and known to his many friends and associates as "B. A.," became one of the most popular professors and beloved figures on the Cornell campus. Many distinguished products of his courses testify to the beneficence of his training. Among them were Russell Lord, one of the editors of *The Country Home*, editor of *The Education of a Princess* and author of two other books, *Captain Boyd's Battery* and *Men of the Earth*; John R. Fleming, once city editor of *The Spring-*

field Union and then directing editor of the world staff for *U. S. News and World Report*; E. B. White, author and one of the brilliant editorial staff members of *The New Yorker*; and Gertrude Lynahan, one of the stars of the *New York World*.

Not only did Professor Adams teach in the classroom, but some of his students contended that the real teaching took place in Monday night sessions in his study at home. They continued for 30 years. John Fleming referred to them as "free-for-all sessions where we argued about writing, about why one piece we'd read was good and another not, about the pervasive, endless (and probably insoluble) problems of ethics in journalism." At one of the weekly "Monday Nighters," one student out of a score or more there, left a list showing 22 different topics discussed—from football to the Freudian theory. The professor's habit was to put his oar in when he had something useful, interesting, or amusing to say.

Information Service

Writing about the history of the Office of Publications in the book, *The People's Colleges*, Professor Adams pointed out that the most marked and fundamental step at the beginning was to set up an information service through cooperation with the agricultural and rural press. His belief in what he called "service news" went a long way in getting the confidence and support of editors. He leaned over backwards to keep self-seeking or institutional publicity out of the College's news releases. He told the editors his office would function as a correspondent for them and suggested they should not print anything sent to them that wasn't of interest to their readers and could not be localized.

The following material is excerpted from his section in *The People's Colleges*:

The aim of the publications and information service was to supplement all branches of extension by making the printed word, in bulletins and in the press, another channel through which helpful facts in agriculture and home economics might be brought to the citizens of the state.

Special Attention to Country Weeklies

The progress of the information service was recorded in new undertakings. In addition to the news service, welcomed by the press, extensive work with country newspapers was started. The importance of the country newspaper as an agency equal in influence to the country church and the country school was recognized from the start. (Over the years, Professor Adams became known as the "godfather" of the New York State weekly newspapers. In 1940, the New York Press Association presented a special desk set to him with this message inscribed on a gold plaque: "To Bristow Adams from colleagues in the New York Press Association in appreciation of 25 years of distinguished service.") His following tribute to the country weekly has been reprinted so many times over so long a period that the record of its authorship became lost from time to time:

I am the country weekly.

I am the friend of the family, the bringer of tidings from other

friends; I speak to the home in the evening light of summer's vine-clad porch or the glow of winter's lamp.

I help to make this evening hour; I record the great and the small, the varied acts of the days and weeks that go to make up life. I am for and of the home; I follow those who leave humble beginnings; whether they go to greatness or to the gutter, I take to them the thrill of old days, with wholesome messages.

I speak the language of the common man; my words are fitted to his understanding. My congregation is larger than any church in my town; my readers are more than those in the school. Young and old alike find in me stimulation, instruction, entertainment, inspiration, solace, comfort. I am the chronicler of birth, and life, and death—the three great facts of man's existence. I bring together buyer and seller, to the benefit of both; I am part of the market place of the world. Into the home I carry word of the goods which feed, and clothe, and shelter, and which minister to comfort, ease, health, happiness.

I am the word of the week, the history of the year, the record of my community in the archives of state and nation.

I am the exponent of the lives of my readers.

I am the COUNTRY WEEKLY.

The country editors and publishers welcomed the aid of the College, and large numbers attended the annual country newspaper conferences held at the College during Farmers' Week. Ribbon awards were given to those papers that had the best front-page make-up and those that had done most in community service. Prominent newspaper men led discussions on country-newspaper editing and publishing.

Surveys showed that 42 per cent of New York's newspaper editors preferred straight news, 27 per cent desired feature articles, and 20 per cent wanted both. Only two editors of approximately 600 said they did not use the news sent from the College.

In 1921, the office took over the farm study courses and changed them from mere reading courses in College publications to genuine correspondence or home study courses. They were supervised by Professor George S. Butts beginning in 1925, and new enrollments totalled more than one thousand each year. The list of courses included 28 subjects. Among the most popular were poultry raising, farm management, milk production, vegetable gardening, sheep raising, and bee keeping. Extension specialists in eight departments furnished the instructional material and graded the papers.

Five Main Functions

The work of the Office of Publications with its five main functions was extensive by 1922: (1) editing and distribution of publications; (2) news service to the press of the state, both dailies and weeklies, and to about 100 papers of other states where editors had requested the service; (3) editing and distributing of the *Extension Service News*, a periodical, started in 1918 and continued until 1931; (4) instruction in journalism, not only at the College but through news writing schools for country agricultural, home demonstration, and 4-H club agents, and for local correspondents of country weeklies; and (5) functions

connected with illustrations, visual instruction, exhibits, and correspondence courses.

At the annual meeting of the American Association of Agricultural College Editors at New Jersey State College in 1924, Cornell won first prize for its exhibit as a whole and received more individual awards for its Extension material than any other university. In 1926, this record was repeated at the meeting at North Carolina State College. The records of Cornell's winnings at such annual meetings were consistently excellent over the succeeding years.

Publication and Exhibit Work Expands

The faculty voted in 1920 that "the Dean, the Vice-Dean, and the Vice-Directors constitute the Committee on Publications," and these classifications were established for manuscripts: *Memoirs*, papers of a technical character, for the use of technical workers and specialists; *Experiment Station Bulletins*, for results of experiments, tests, and investigations, intended for the farmer, grower, or general reader; *Extension Bulletins* and other extension publications, not for new material but to disseminate practical information.

In the middle 1930s, the how-to-do-it service letters, distributed to individual farmers through the offices of the county agricultural agents, had reached an average of four per week. Written by the extension specialists, they were on almost every conceivable agricultural subject. The 95 mimeographed service letters had an edition of 415,628 copies; the 126 printed letters, 1,382,359 copies. (All the letters, placed edge to edge, would cover nearly 60 acres.)

During the Great Depression of the 1930s, the office began to work more closely with the federal Department of Agriculture, particularly in connection with the interpretation and distribution of news concerning the activities of the Agricultural Adjustment Administration, Soil Conservation Service, Rural Electrification Administration, and Rural Resettlement.

The Office of Publications up to 1936 had been associated, unofficially, with work on exhibits at the State Fair and elsewhere. Late that year the supervision of all exhibits of the College of Agriculture was placed in this office with Professor Butts in immediate charge. (His creative talents were demonstrated in planning and building exhibits from then until 1951.) At the request of the New York World's Fair Commission in 1938, detailed plans for the exhibit of the State Colleges at that exposition were submitted, and the resulting exhibit was maintained throughout the World's Fair. (See later sections on visual communication.)

If judged on the basis of "happy are the people whose annals are tiresome," the history of the publication and information work tended to become routine, though new activities were added from year to year. With the advent of World War II, the publications underwent a change, mainly in the emphasis on war-emergency bulletins that began to appear in April, 1942. They were devoted mostly to food production, including Victory Gardens. With the State Fair canceled because of the war, the State Colleges of Agriculture and Home Economics were represented at a Victory Garden Harvest Show at Madison Square Garden in New York City. Of this enterprise an editorial in the New York *Herald-Tribune* reported: "The great exhibit staged by Cornell University

continued to draw large audiences right up to closing time last night This was by far the most educational display ever put on by a New York show."

Publications and news services continued during the war, not as usual, but at an accelerated pace. The journalism courses were also accelerated as part of the wartime resident instruction, and Professor Adams taught nine consecutive terms. During this period, the classes were almost exclusively women because most of the men were in the armed forces or on farms producing food for the war effort. The War Department selected several of the Cornell farm study courses for its Armed Forces Institute.

Artists prepared illustrations and cover drawings for bulletins, announcements, and leaflets. Motion-picture titles were designed, lettered, and edited, photographs retouched, signs hand-lettered, and exhibit material designed and produced. More than 10,700 hand impressions of silk-screen process printings were made. Outstanding among these were three-panel posters, designed and processed in colors, to publicize the use of soybeans for human food, the fat-salvage campaign, and food preservation practices. Several were made for the Emergency Food Commission of the State War Council.

Professor Adams emphasized that members of a loyal, capable, and industrious editorial staff were largely responsible for the development and success of the activities under his charge. In addition to Professor Butts were: publication editors Lela G. Gross, Edith J. Munsell, Ruth Van Deman, Celia Bates, Katherine Thorp, Nell Leonard, Dorothy Chase, and Fatanitza L. Schmidt; writers Ralph W. Green, Millard V. Atwood, Howard R. Waugh, and Professor James S. Knapp; artists Clara L. Garrett, Dorothy Welty Thomas, and Audrey O'Connor.

PART FOUR

PIONEER IN RADIO BROADCASTING AND INSTRUCTION

Cornell University began to experiment with radio-telephone communication just after the turn of the century and operated a station for this purpose from 1906 until 1912. In the latter year, Congress passed a Federal law requiring the licensing of stations, and Cornell was granted a license to continue its experimental work. In 1927, Westinghouse Corporation and the General Electric Company gave Cornell equipment for the construction of a station, but it did not start broadcasting until August 15, 1929, because of the lack of funds. On that date, the University station with the call letters WEAU started broadcasting during daylight hours under a Federal license. Its operation was put under the general direction of a committee, and Charles A. Taylor, a professor in the Extension Service, was asked to be in charge of programs.

The first broadcasting building, with both studio and transmitter, was located on part of the College of Agriculture poultry farm northeast of the main campus, but in 1933 new studios were equipped in a former "model rural school house" on Garden Avenue in the center of the campus opposite Bailey Hall. The model school house, never used for this purpose, was completely remodeled by the College of Agriculture for radio broadcasting, radio engineering laboratory work, and preparation of transcriptions. Elmer S. (Flip) Phillips, a 1932 graduate, was hired as a radio announcer and as an instructor in public speaking courses.

Change in Station Power and Call Letters

The University's request to the Federal Radio Commission for an increase in power for WEAU from 500 to 1000 watts was granted early in 1930. Its broadcast range under normal daylight conditions covered 17 counties in New

York State with a population of 1,238,347. A ruling by the Commission required a station to use a major part of the broadcast time under its license or forfeit the time it did not use. Because the University was able to keep the station on the air only a few hours a day instead of from sunup to sundown, a lease was negotiated in 1932 with the *Elmira Star Gazette*, a daily newspaper in Elmira, N. Y., to use the surplus time not required for the University's educational broadcasts. At the newspaper's request, the call letters were changed from WEAI to WESG. Programs originating in Elmira came to Ithaca via telephone wire to Cornell's transmitter. This arrangement was cancelled in June 1940. The University then began operating the station in new studios in downtown Ithaca with both commercial and educational broadcasts scheduled during daylight hours. Again the call letters were changed from WESG to WHCU (Home of Cornell University), and the station became affiliated with the CBS network. (The Colleges of Agriculture and Home Economics continued to use the campus radio studio on Garden Avenue until it was demolished several years later to make room for the new Malott Hall.)

Coordinating Radio Broadcasts

In 1930, Dr. C. E. Ladd, Director of the Extension Service, assigned Professor Taylor the task of coordinating the rather incidental broadcasting being done by faculty members and by county extension agents throughout New York State. As a first step, he organized daily programs in cooperation with various large stations such as WGY Schenectady, WHAM Rochester, WGR Buffalo, and WFBL Syracuse. During the 18 years he had charge of extension radio programs, these small beginnings grew to well-planned daily programs on 40 stations, including the University's own station where a noontime Farm and Home Hour was a regular feature. The Cornell chimes furnished the theme music at the beginning and end of the program.

From time to time, the networks, CBS, NBC, and ABC, asked the Extension Service to contribute to their national farm and home broadcasts, some of which originated in the campus studio. Many prominent persons broadcast from this studio, including Franklin D. Roosevelt and Henry Morganthau.

At the request of General Electric in 1937, the Extension Service broadcast two 13-week series of international programs over the company's short wave stations in Schenectady, N. Y. (One series in English over W2XAD for reception in western Europe and one in Spanish over W2XAF for early evening reception in Spanish speaking Latin American countries and the West Indies.) Although the Extension Service intended to continue these broadcasts, the outbreak of World War II made it impossible to do so. Toward the end of Professor Taylor's tenure, faculty members participated in person in approximately 275 broadcasts a month, and brief radio scripts were prepared and syndicated to stations each week throughout New York State, as were transcriptions originated and produced in the campus studio; also, county extension agents made more than 100 broadcasts a month over stations in their respective areas.

A pioneer radio venture of the College of Home Economics consisted of a dramatized 12-minute script, "Deborah Domecon," broadcast twice a week from October 1931 through July 1932. This was followed by a weekly feature, "This Is Your Home," and other types of programs for women listeners.

Undergraduate Course and Cornell Radio Guild

Beginning in the mid-1930s, a course (Agricultural Radio Broadcasting) was offered to undergraduates to familiarize them with the best methods of presenting ideas by radio and with radio-studio procedure. It included auditions and criticisms for all members of the class in preparing and presenting radio talks, continuity writing, program arrangement, and participation in broadcast programs from the University station. Professors Taylor and Phillips "team taught" this course.

Toward the end of the spring semester in 1935, a College of Arts and Science student suggested that a Cornell Radio Guild be created with a membership to come from student organizations such as the Dramatic Club and from music and engineering groups. She was encouraged to present her proposal at a meeting of student leaders, and Professor Taylor pledged cooperation from the University station and the Extension Service.

The proposal received quick acceptance by students. A planning committee was organized, and in the fall of 1935 the Cornell Radio Guild began operating. At first, it used the University's studio and equipment but in a short time obtained space in Willard Straight Hall (student union building) and received a loan to install equipment. It began broadcasting via wire transmission with the call letters CRG. This completely independent extra-curricular project gradually developed into the present commercial radio station WVBR-FM (Voice of the Big Red)) with its own off-campus studio and a more powerful transmitter. Work with the Guild led several of its members into professions in radio and related fields where they served with distinction, including Charles Collingwood, an internationally-known CBS broadcaster.

EARLY DAYS OF PHOTOGRAPHY

While Elmer "Flip" Phillips was an undergraduate at Cornell, he earned part of his college expenses by taking photographs for different departments. After his graduation in 1932, he continued to produce both still and motion pictures on a free-lance basis for the College of Agriculture because radio broadcasting and his work with the public speaking courses did not absorb all his time. However, the demands for his services increased until he decided to point out to the Dean that his work in the three areas was equivalent to three full-time jobs. The Dean said he didn't want to move him from public speaking or replace him on radio but would like the photographic work continued. Thus began the first planning for a coordinated visual aids service which would eventually receive College financial support from both State and Federal sources.

With his unusual creative talents in visual communication, broadcasting, and teaching, he moved along the academic ladder from instructor to full professor and became nationally and internationally recognized.

Of the scores of educational motion pictures Professor Phillips produced or directed during his career, one of his first and best remembered was a color film, "When Chick Life Begins," showing the miracle of life developing in an egg. He and a scientist in the Poultry Department collaborated on the production of this film which required 1500 eggs to get the story from immediately after conception to the final hatching of the baby chick. Widely used in commercial and educational circles, the motion picture was reviewed in a three-page color spread in *Life* magazine in the October 4, 1937, issue and shown before the annual meeting of the Society of Motion Picture Engineers in Washington, D. C.

Motion pictures and slide sets were produced and used extensively during World War II to aid the efforts to increase food production and food preserva-

tion. Professor Phillips began to build a visual aids service primarily aimed at wartime needs. In a three-year period, approximately 30 motion pictures were made and 30,000 color slides provided to county extension agents. Among the 30 motion pictures was one of the first farm labor films produced anywhere in full color. It showed farmers how to save labor in apple harvesting and to maintain quality.



HISTORY IN PICTURES

At the Beginning



Ezra Cornell, founder of the University: "I would found an institution where any person can find instruction in any study." Opening exercises of his university were held on October 7, 1868.



Andrew D. White, the first President, showed an interest in journalism throughout most of his life and initiated the world's first teaching of journalism at a university level. The announcement appeared in the 1874-75 Register of Cornell University.



Liberty Hyde Bailey came to Cornell in 1888 as Professor of General and Experimental Horticulture and became Dean of the College of Agriculture in 1903. His strong support of extension programs led to the formation of a Department of Extension Teaching in 1907. He assigned to it such duties as providing information to the press, cooperation with county fairs, reading courses, and resident instruction in public speaking and extension methods. Along with his outstanding scientific and administrative work, Dean Bailey was one of the great communicators of his era. He wrote, edited, and published more than 150 books during his long lifetime. Some of them are shown in this picture taken in his study. Piled one on top of the other, they were taller than he. At the same time several of his books were being published, he was editor of the magazine, *Country Life in America*. Also, during the first few years of his tenure as Dean, he acted as editor of College of Agriculture publications. (Photos on this page courtesy of Division of Rare and Manuscript Collections, Cornell University.)



Martha Van Renssalaer came to Cornell in 1900 and wrote the first bulletin "Saving Steps" for the Cornell Reading Course for Farmer's Wives. She was appointed as a lecturer because the Board of Trustees at that time objected to giving women academic rank on the faculty. However, Dean Bailey won a victory in 1911 when the University Faculty voted that while not favoring in general the appointment of women to professorships it "interposed no objection to their appointment in the Department of Home Economics in the College of Agriculture." Van Renssalaer was one of the first women to become a full professor at Cornell.



Flora Rose (left) was offered the opportunity in 1907 to undertake with Martha Van Renssalaer the formation of a new Department of Home Economics in the College of Agriculture. As Co-director of Home Economics, she worked with Professor Van Renssalaer over 25-years for a common cause: a Department, a School, and a College. In an interview with Professor Ward in 1945 in San Francisco, Professor Emeritus Rose expressed her approval of the new joint Department of Extension Teaching and Information. With her in this photo: Mrs. Eleanor Roosevelt who came to Cornell in 1936 to speak at Farm and Home Week and President Edmund E. Day.



Bristow Adams came to the College of Agriculture in 1914 as Professor of Extension, Editor, and Head of the Office of Publications. During his 31-year tenure, he taught four agricultural journalism courses and excelled as a teacher of hundreds of students. One of Cornell's presidents described him as "a commanding figure whose presence helped to create the stature of a great university."

(Photos on this page courtesy of Department of Manuscripts and University Archives, Cornell University.)

COMMUNICATION FUNCTIONS COMBINED IN NEW DEPARTMENT

Administrators in the College of Agriculture and the College of Home Economics had considered for some time the combining of communication functions in the two colleges into one joint department. They became involved in the process early in 1945 to include such functions as press, publication, radio, and visual services, and academic courses in oral and written expression and agricultural journalism which were being carried on independently by the two Colleges and by several separate offices.

In a letter to Cornell President Edmund Ezra Day on June 1, 1945, W. I. Myers, Dean of the College of Agriculture (1943-1959), and Sarah G. Blanding, Dean of the College of Home Economics (1942-1946), recommended the creation of a new Department of Extension Teaching and Information to become effective on July 1 with Professor William B. Ward as its head. President Day approved the recommendation and submitted it to the Cornell University Board of Trustees which gave its approval on June 23, 1945. (Appendix A.)

Before the recommendation was sent to President Day, Professor Ward discussed with the two Deans the possibility of a different name for the Department. However, they felt strongly that the name they had selected would help gain more support for the young (27-year-old) department head from older faculty and other staff members who were being uprooted from comfortable and long-term administrative connections. Furthermore, these staff members liked the terms "*Extension Teaching and Information*" which to them accurately labeled the type of work in which they had been engaged over many years in the two Colleges; also, these terms, especially "*Extension Teaching*," had a historical base going back to the early 1900s. The Deans said the name could be changed later—"in five or six years." Actually, that forecast was far too optimistic. It took exactly 21 years!

Personnel Transfers

The following changes were made in the titles of personnel and transfers from various offices within the two Colleges to the new Department:

William B. Ward, title change from Professor in Extension Service and Editor and Chief of Publications to Head of the Department, Professor of Extension Teaching and Information, and Editor and Chief of Publications. (Professor Ward was given the former titles when he came to Cornell on April 1, 1945, from the U. S. Department of Agriculture in Washington, D. C., where he headed a press division.) Eugenia Mitchell, executive secretary and administrative aide, served in these two key positions during the 26-year tenure of Professor Ward as head of the Department.

Transfer of G. S. Butts, J. S. Knapp, and Elmer S. Phillips from the Office of the Director of Extension (L. R. Simons) to the Department with titles changed as follows: Butts, from Associate Professor in Extension Service to Associate Professor of Extension Teaching and Information; Knapp, from Associate Professor in Extension Service to Associate Professor of Extension Teaching and Information; and Phillips, from Associate Professor in Extension Service to Associate Professor of Extension Teaching and Information.

Transfer of the following personnel from the Office of the Director of Extension to the Department without change in title: George Eric Peabody, Professor of Extension Teaching; Merrill N. Knapp, Instructor in Extension Teaching (on leave); Audrey H. O'Connor, Assistant Illustrator; Nell B. Leonard, Assistant Editor; Dorothy C. Chase, Assistant Editor; Fatanitza L. Schmidt, Assistant Editor; Ellen W. Gabriel, Editorial Assistant. (A total of 18 others, including stenographers, mail clerks, and office machine operators in the College of Agriculture were transferred to the Department.)

The following personnel in the editorial office of the College of Home Economics became associated with the new Department without change in title: Mary G. Phillips, Editor; Gwen H. Haws, Assistant Editor; Nina Kuzmich, Editorial Assistant.

Academic/Information Services Equation

The Deans and Directors emphasized that they considered the new Department one of the most important branches of the two colleges and wanted "to put and keep it on a par with other departments headed by scientists of national distinction." They pledged a large measure of freedom in planning the Department's program and promised support to build a sound financial base. L. R. Simons, Director of Extension, C. E. F. Guterman, Director of Research, and A. W. Gibson, Director of Resident Instruction were among the other administrators who helped get the Department on its feet and obtain funds for expansion of activities. Along with Dean Myers and Dean Blanding, they agreed that the Department would have faculty titles available for selected personnel and the organization charts of the two colleges would show the new Department on a par with all other departments. Moreover, the head of the Department would report directly to the Deans.

Faculty members of the Department were not only interpreters of research but also communicators and teachers. The head of the Department and the

leaders of the various information services operated extensive programs and also taught courses in their specific fields of interest.

First Organizational Structure

On July 2, 1945, Professor Ward outlined personnel responsibilities and a tentative organizational structure. He asked members of the staff for their ideas on the best ways to fit together previously independent offices and activities and emphasized his intention to make every effort to continue the sound growth that had evolved over the past years, strengthen some areas, and encourage new programs to meet changing conditions. To help accomplish the functions assigned the new Department, seven units were formed to make up the beginning organizational structure: Resident Instruction, News, Radio, Visual, Publications, Distribution Services, and a Home Economics Editorial Section. (Appendix B.)

Objectives

At the beginning, these objectives for the new Department were approved by the staff and the administration of the two Colleges:

1. Popularize and disseminate to rural and urban people the results of research and other constructive information on agriculture and home economics. The general aims of all the material would be to attract attention, develop interest, convey information, and facilitate sound decisions.
2. Assist extension specialists and county agents throughout New York State to make the most effective use of printed materials, news, radio, television and visual aids.
3. Keep the public informed of all news and worthwhile information originating at the Colleges, for these reasons:
 - (a) To assist in adult and junior education.
 - (b) To report currently to the public activities financed from public funds.
 - (c) To develop public good will and financial support by keeping people informed about activities of the Colleges.
4. Aim for 90 percent of the communication work to be based on interpretation of research results and related educational activities and only 10 percent or less in a publicity or promotional category.
5. Teach undergraduate courses in agricultural journalism, oral and written expression, and other methods of communication.
6. Advise the Deans, Directors, and other administrators of the Colleges concerning the informational and public-relations aspects of educational objectives.
7. Maintain close working relationships with other Cornell University communication units and with the U. S. Department of Agriculture (USDA).

The Washington Connection

Cooperative relationships with the USDA go back many years—at least to the Smith-Lever Act of 1914 which created the Federal-State Cooperative Extension Service. This act, in part, spells out one of the responsibilities of the Extension Service: “...to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of same....” From the beginning, Federal funds have supported some of the Colleges’ informational activities.

By formal agreement, the Extension Service is the “educational arm” of the U. S. Department of Agriculture in New York State and the Head of the Department of Extension Teaching and Information was given a cooperative appointment with the USDA in 1945. He served as chairman of the National Extension Editor Advisory Committee which reported to the Administrator of the Federal Extension Service. As chairman of a national Agricultural Advisory Committee in 1953, he was given this assignment: study the information activities of the USDA and make recommendations to Secretary of Agriculture Ezra Taft Benson for needed changes to provide “better service to farm families and for more effective and economical administration.” The 27-member committee was made up of representatives of farm organizations, farm magazine editors, newspaper farm editors, radio and television farm directors, trade associations interested in agriculture, agricultural editors from land-grant universities, and home economics editors of newspapers and magazines.

That committee reported to Secretary Benson in September 1953, and he announced a reorganization of the information work of the USDA on April 1, 1954. This reorganization included: a regrouping of the work of the six media divisions of the Office of Information; establishment of a more clear-cut policy control of all publications issued by the USDA; centralization of art, graphics, and photographic work; and removal from agency information divisions work which was determined to be “non-information” in character.

In 1973, the Department of Extension Teaching and Information received a \$25,000 grant from the USDA to prepare mass media material on the contributions made by American agriculture in economic and cultural contexts. The material was “packaged” for mass media representatives and land-grant university extension editors in all states. They added local information where appropriate.

The Department was given many special assignments by Charles E. Palm, Dean of the College of Agriculture. During his 13-year tenure as Dean (1959-1972), the Department had the greatest growth in terms of personnel and financial assistance for its programs. Included among the assignments was helping to plan briefings for senators and congressmen. These briefings, in cooperation with administrators and selected faculty, updated New York’s congressional representatives on the latest research and extension work of the College of Agriculture. Senator Robert F. Kennedy sent the following letter dated February 26, 1965, after attending one of the briefings on the Cornell campus:

Dear Professor Ward:

It was a pleasure to see you at our meeting in Ithaca last Tuesday. I want to thank you for attending and to let you know how much I enjoyed it myself.

A broad look at the problems and possibilities in agriculture such as we had cannot help but be useful to all of us who were there. However, the real worth of the meeting lies, I think, in the chance it has given us to begin to work together on them. I am convinced that all of the questions we discussed -including matters as complex as the consequences of persistent drought or the foreseeable shortage of labor for next summer's vegetable harvest - can be dealt with if we work to anticipate their solution now instead of waiting to confront them once they have assumed the proportions of a crisis.

To this end, we should work to see that the cooperative relationship of Tuesday becomes a working one as quickly as possible. Please do not hesitate to contact my office, either in Washington or in New York, on any matters you think should be brought to my attention. In addition, I would appreciate specific suggestions that you feel might be helpful to me in working with those currently administering federal programs or in seeking changes in legislation related to agriculture.

I look forward to working with you and to sharing the same quality of constructive participation which you brought to our meeting.

(signed) Robert F. Kennedy

Toward the end of Dean Palm's administration, the name of the New York State College of Agriculture was changed in 1971 to the New York State College of Agriculture and Life Sciences "to reflect its functions more accurately."

The Albany Connection

When the State University of New York (SUNY) was established in 1948, the State Colleges at Cornell were incorporated into its decentralized structure, but they remained an integral part of Cornell University under the administration of the President and Board of Trustees. The Department participated in the State University Public Relations Council through regular meetings with the public information officers of the SUNY units and assisting in the inauguration of a communications system between the Office of University Affairs and the various SUNY campuses throughout New York State.

At the request of the administration in the two colleges at Cornell, the Department assisted in the planning and production of budgetary presentations to the Governor and legislative committees. One phase of this assignment was the preparation of special "books" to visualize budget requests. Also, the Department helped to prepare and publish a 58-page printed report outlining the components of a food and agriculture policy for New York State which was released by the Agricultural Resources Commission. It covered 70 recommendations on such topics as land use, environmental quality, agricultural labor, research and education, energy, transportation, credit, taxation, and high quality food for consumers at reasonable prices. Entitled "A Basis for Developing a Food and Agriculture Policy for New York State," this report was used by organizations and others to help form and implement a sound policy for the Empire State's largest single industry.



HISTORY IN PICTURES

New Department Gets Underway



Four administrators played significant roles in the establishment of the new Department of Extension Teaching and Information in 1945. Left, Cornell president Edmund Ezra Day approved the proposal and submitted it to the Board of Trustees; lower photos left to right: William I. Myers, Dean of the College of Agriculture and Sarah Gibson Blanding, Dean of the College of Home Economics, planned the development of the joint department; L.R. Simons, Director of Extension for both colleges, transferred personnel under his administration and provided a substantial budget.





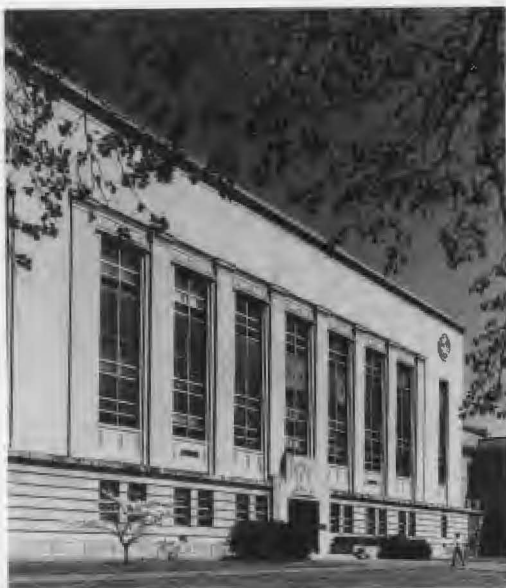
First meeting in 1945 of key professional staff members of the new joint Department of Extension Teaching and Information for the College of Agriculture and College of Home Economics. Left to right: Mary G. Phillips, James S. Knapp, Louis W. Kaiser, Dorothy Chase, William B. Ward, Nell Leonard, George S. Butts, and Elmer S. Phillips.)



By 1958 the number of professional staff had reached 19. First row, left to right: William B. Ward, Robert J. Ames, George S. Butts, Dorothy C. Chase, B.L. Edwards; second row: James K. Estes, Ellen Gabriel, Jane Galbraith, Jack R. Grant, Emilie T. Hall; third row: E. Hale Jones, Louis W. Kaiser, James S. Knapp, James Lawrence, Nancy Lynk; fourth row: Jane Pearsall, Elmer S. Phillips, Louise Ranney, Richard G. Turner.



Roberts Hall (right) was the location of the main offices of the Department from 1945 until they were moved into the new Kennedy Hall (left) in January 1990. The Department's operations were spread out in five different locations on the campus before Kennedy Hall was built.



Professors and lecturers who taught public speaking, listening, and parliamentary procedure courses had their offices on an upper floor of Mann Library until 1990.



The Department's Home Economics Section kept its offices in Martha Van Rensselaer Hall.

Before the Department's first new graduate program "Master of Professional Studies" (MPS) started in September 1970, an extensive search was made to find a place to house it. Fortunately, this former fraternity house owned by the University on the edge of the campus became available. Charles E. Palm, Dean of the College Agriculture and Life Sciences, provided funds to refurbish it. Several faculty members and students often worked evening hours to help make it attractive for six faculty offices and desk space for graduate teaching assistants.



INCREASED SUPPORT FOR TEACHING

Oral and Written Expression Courses

The Department needed to fill a new faculty position quickly in 1945 to help meet the increasing demands from World War II veterans and other students to take courses in oral and written expression.

The person wanted for this position was Chester H. Freeman. However, in mid-1945, he was a B-29 pilot in the Army Air Corps. In an effort to get him released soon after the end of the war, the Department sent the following letter to the U. S. Army Air Command on November 15, 1945:

Lt. Chester H. Freeman's services are urgently needed in this Department because of the large number of students, many of them veterans, taking courses in public speaking. We are requesting that he be separated from the Army Air Corps to help handle the requests of veterans for this type of training at Cornell University. Without his help, many of them will have to be dropped.

We believe that Lt. Freeman is well qualified for this position because of his experience and educational background. Moreover, he plans to make this his life work. Not only would his separation mean a great deal to his professional advancement but also to Cornell which is striving to meet the needs of hundreds of veterans who are now at the University. Furthermore, plans are being made for many more who are coming next semester and next year.

The request was successful, and Freeman joined the Department as an assistant professor. His presence substantially strengthened this important oral expression teaching program and helped to nurture the new Department in its earliest stages. For 11 years he directed the oral and written expression section

and in 1975 became the Department's chairman. Professor Freeman worked diligently for the advancement of the communication program until he retired in 1980. He became not only a leader in the faculty but received the Professor of Merit Award given annually by graduating seniors in recognition of outstanding teaching and student advising.

In 1987, an anonymous donor provided a \$10,000 grant to establish an annual student award in his honor. Since that time, \$500 has been given each year to an outstanding junior student in the Department of Communication in recognition of his/her leadership, skill, and dedication in the field of communication.

Professor Freeman's courses in oral communication and parliamentary procedure were popular with students from four colleges within the University. When the College of Arts and Sciences eliminated the basic speech courses in that college, it caused an immediate jump in enrollment in the Department's courses.

In a relatively short time after Professor Freeman joined the Department, three more staff members were added to the academic program in oral communication: Russell D. Martin, Ronald F. G. Campbell, and Francis A. Leuder. They were followed by Jack Barwind, Ralph B. Thompson, Brian O. Earle, Pamela Stepp, Toni M. Russo, and Robert Roe.

The expanded staff administered five speaking contests and introduced advanced courses and new teaching methods such as programmed instruction and videotaping of student speeches which provided immediate visual feedback. A Cornell alumnus of the University, Roscoe C. Edlund '09, provided financial grants for several years to support a video tape recording room in Mann Library with modern equipment to be used by faculty and students in oral communication courses. In general, the practice of video taping speeches had positive results, but rather than taking less class and professional time, it took more. However, a large majority of students (more than 80% in several surveys) wanted more speeches video taped. Some of their reasons included: "criticism becomes more meaningful and you get an idea of what you really look like and how others see you."

This and other innovations in the speech courses did not change the basic concepts with which these courses were started: one learns to speak only by actually speaking to audiences; this is best done by speaking on original topics; and, despite the increasing sophistication of students, they still profit greatly from individual faculty help available through an individual conference system.

Another professor who stamped his strong personality on the Department, the College of Agriculture, and Cornell University was Russell D. Martin. In 1995, he was unanimously re-elected Speaker of the Faculty Council of Representatives (FCR) for the twenty-first year. A new conference room of the Department in Kennedy Hall was named in his honor in 1991. Although officially retired in 1981, he served for several years as moderator for faculty meetings and as acting chairman when the chairman was away.

One of his courses, "Effective Listening," was the first of its type offered at Cornell, and students rushed to get in it. Both the Department and Extension administration asked him to assume the role of coordinator of communication in-service training. He accepted, and, along with several of his associates, con-

ducted many communication training courses over the years for Extension personnel and for local community and agricultural leaders.

A significant development that tied in closely with the Department's training program was the establishment of the National Project in Agricultural Communication (NPAC) in 1953. It was conceived by the American Association of Agricultural College Editors and financially underwritten by the W. K. Kellogg Foundation. Cornell, along with other land-grant universities, participated in this venture. Through nine years of existence, NPAC provided extensive summaries of relevant research to communicators who used the information for teaching and training. This project chose Cornell as the location for a regional workshop in communication and several members of the Department were on the instructional staff.

Professor Campbell's introduction of a required new course for sophomores, juniors, and seniors, "Human Communication Theory," involved a multimedia approach: telelectures brought to the class a host of experts from many areas of the U. S.; film and video tape presented studies for analysis; several other types of visual aids helped students understand the varied nature of communication; guest lecturers from other disciplines enriched and provided depth to the course; and observation of communication events on the Cornell campus became a living laboratory for study.

Francis Leuder's principal contribution involved the teaching of a beginning course and hundreds of students over the years benefitted from not only his teaching but also his skilled advising.

New Courses, Additional Staff

The courses formerly taught by Professors Adams and Taylor were continued during the 1945-46 academic year but with different instructors, including Professors Ward, Phillips, Knapp and Kaiser. Two additional courses were introduced that first year of the new Department: one on photography taught by Professor Phillips, the other on graphics by Dorothy Thomas, a senior artist.

In 1952, Professor Ward wrote a textbook, "Reporting Agriculture Through Newspapers, Magazines, Radio, and Television." This was the first new book published in 20 years dealing solely with writing about agriculture for the mass media. It became a textbook at Cornell and in many other universities in the U. S. and abroad. The author prepared a revised English edition in 1959, and a publisher in Argentina printed it in Spanish for South American countries.

Over the next several years, the Department was able to offer Cornell students 50 undergraduate courses during the regular academic year, an undergraduate major, and an internship program. The undergraduate courses offered in the 1999-2000 academic year were:

Communication in Social Relationships
Writing about Communication
Contemporary Mass Communication
Investigating Communication
Topics in Communication
Oral Communication
Argumentation and Debate
Effective Listening
Visual Communication

Communication Systems and Technologies
Newswriting for Newspapers
Information Gathering and Presentation
Science Writing for Public Information
Organizational Writing
Principles of Public Relations and Advertising
Communication Institutions
Communication Industry Research
Sex, Gender, and Communication
Communication in Life Sciences
Business and Professional Speaking
Speech and Debate Practicum
Introduction to Health Communication
Communication Technologies and Management of Information
Writing for Magazines
Science Writing for the Mass Media
Science Writing Practicum
Text Editing and Management
Planning Communication Campaigns
Independent Honors Research in Social Sciences
Communication Research Design
Issues in Teaching Communication
Community Service Practicum
Organizational Behavior and Communication
Leadership from a Communication Perspective
Communication Leadership Lab
Communication and Persuasion
Public Opinion and Social Processes
Communication and the Environment
Psychology of Television
Communication in the Developing Nations
Impact of Communication Technologies
Communication Law
Legal Issues in Business and Electronic Communication
Interactive Multimedia: Design and Research Issues
Computer Mediated Communication: Theory and Practice
Public Communication of Science and Technology
Risk Management
Senior Thesis in Communication
Special Topics in Communication
Individual Study in Communication
Communication Teaching Experience
Independent Research

Growth in Student Enrollment

Student enrollment in the Department's courses climbed year by year. For example, the average yearly undergraduate enrollment during 1950 to 1960 was 740; in the years 1963-66, it had expanded to 930. By the 1998/99 aca-

demic year, the figure reached 3,581. (Appendix C.) A review team from the Cooperative Research Service in the U. S. Department of Agriculture said the Department of Communication was "close to choking on its success."

Most of the students were from the State Colleges, but a fairly large number came from other colleges and schools at Cornell. Next to the Department of Agricultural Economics (renamed Agricultural, Resource and Managerial Economics), the Department of Communication taught the largest number of student credit hours in the College of Agriculture and Life Sciences. Communication majors in the Department numbered 275 in the 1998/99 academic year, the fourth largest number of majors in 23 departments of the College of Agriculture and Life Sciences.

Principal fields of employment for those majors after graduation included publishing, advertising, public relations, journalism, sales management and marketing, banking, broadcasting (TV and radio), education support services, and general business. In recent years, many communication graduates moved into new fields such as interactive multimedia, desktop publishing, and electronic network information production.

A large share of the reason for the growth of student enrollment in journalistic-type courses can be credited to competent professors and lecturers. Among them was Professor Charles C. Russell who came to Cornell as a visiting professor for one academic year (1956/57) to teach Professor Ward's courses because he was on a special assignment in the Philippines. But two years later (1959), a permanent position opened and he was invited to return to Cornell where his popularity with students and faculty grew year by year over his 20 years at the University. He became one of the best teachers, using the hallmarks of wit, sincerity, compassion, and a true love for students. They always rated two of his courses, "Introduction to Mass Media" and "Advertising and Promotion," far above the average and gave him a top score for making his teaching "come alive." He was one of the first professors at Cornell to use television to extend the teaching in one classroom to "satellite" classrooms.

Others who deserve credit for a substantial increase in student enrollment in the Department's courses included Professors Colle, Awa, Ostman, McDonald, Glynn, Stepp, Shapiro, White, Schwartz, Yarbrough, Scherer, Lewenstein, Gay, Ward, Wilkinson, Marshall, and Shanahan; Senior Lecturers Thompson, Earle, Russo, Grossman, Van Buskirk, and Hardy; and Lecturers Cowdery, Toor, and Berggren.

Over the years, the faculty organized special seminars for students with nationally-known participants in the field of communication. Principal expenses for one of the most popular series in the 1970s was underwritten by Roy H. Park, President of Park Communications. One of his own presentations, "Communications Media: More Than a Business," was published and received national attention. Although he was often identified by the press as a "mogul" in the media world, he preferred to keep his business headquarters and his home in Ithaca.

Scholarships and Special Awards

Department majors have the opportunity to apply for scholarships and awards established only for them. These include the William B. Ward Com-

munication Scholarship, Anson E. Rowe Endowment Fund, Women Executives in Public Relations Scholarship, Chester H. Freeman Communication Leadership Fund Award, Edward L. Bernays Foundation Primus Inter Pares Award, Sheila Turner Seed Award, Thomas B. Bush Memorial Fund, Birge Kinne Memorial Fund, and the Kenneth John Bissett Communication Award.

Many other scholarships and awards are open to Department majors as well as to other students majoring in the College of Agriculture and Life Sciences. Added to these are at least 25 campus-wide scholarships and award programs. (Appendix D.)

Recovery of Forensics

Although Cornell has had a forensics society since the mid-1890s, it languished over time because of the lack of support. In the early 1980s, when the present Director of Forensics, Pamela L. Stepp, came to Cornell there were only three debaters on the team, and the society was in debt. However, within the next 10 years, 70 students joined this activity, the debt was erased, and the forensics program had a home in the Department of Communication. It has earned national distinction in intercollegiate debate and speaking events. For example, the combined debate and individual events program—now one of the strongest in the United States—finished in the top ten for eight consecutive years. Moreover, the Cornell program has produced several national champions.

New courses have been offered in advanced argumentation and debate and in advanced public address and oral interpretation of literature. Students complete 12 credit hours in the program of professional speaking and debate, as well as participating in public forums, community or special projects, and intercollegiate tournaments.

Leaders of the “Information Society”

Students majoring in the Department are educated to become leaders of the “information society.” They acquire analytical skills and knowledge of communication principles and learn how to understand audiences and shape messages. The academic program is designed to introduce them to principles and theoretical ideas and make it possible for them to apply the principles in particular contexts such as interactive multimedia, advertising, or public information; then to integrate the principles and applications into comprehensive understanding of communication as both a process and an area of knowledge. This combination helps to ensure that they learn the critical knowledge—both practical and theoretical—necessary for leadership.

Student organizations have contributed to the development of leaders in communication. Among them is the Cornell student chapter of Women in Communications, Inc., which promotes the advancement of women in this professional field and provides its members with opportunities to have connections with prominent members of the industry. Another is the Public Relations Student Society of America. The Cornell Chapter honored Edward L. Bernays, an alumnus of the College of Agriculture (Class of 1912), on his 100th birthday at an awards luncheon in 1991. Bernays was known as the “Father of

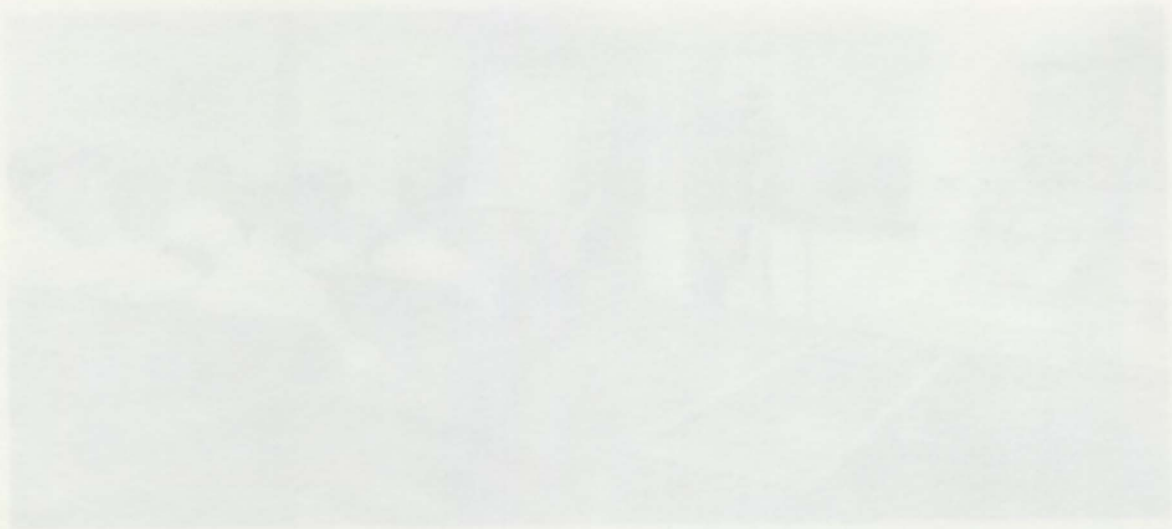
Public Relations.” According to *Life* magazine, he was one of the 100 most influential people of the twentieth century and the man who helped turn the often unsavory field of press agentry into the profession of public relations.

It has been said that the sum of knowledge is doubling every 12 to 15 years, and, as the world shrinks in time and space, the influence of communications reaches heroic proportions. A business leader, Harold Braymore of E. I. duPont de Nemours, has said that this “poses a challenge and an opportunity.... Upon the effectiveness of communication by the intelligent people of America will depend the whole future character of our society and, unless the intelligent people want to abdicate that leadership to the less intelligent, they must communicate effectively.”

The faculty and leadership of the College of Agriculture and Life Sciences subscribe to this premise and have identified communication as one of the three areas for development of principles, knowledge, and skills in undergraduate courses in the years ahead.

HISTORY IN PICTURES

Teaching





During 42 years of teaching oral expression courses from 1922-1964, Professor G. Eric Peabody taught thousands of students and listened to approximately 50,000 of their speeches. He also provided guidance to contestants in the annual Eastman Stage in Public Speaking and the Rice Debate Stage.



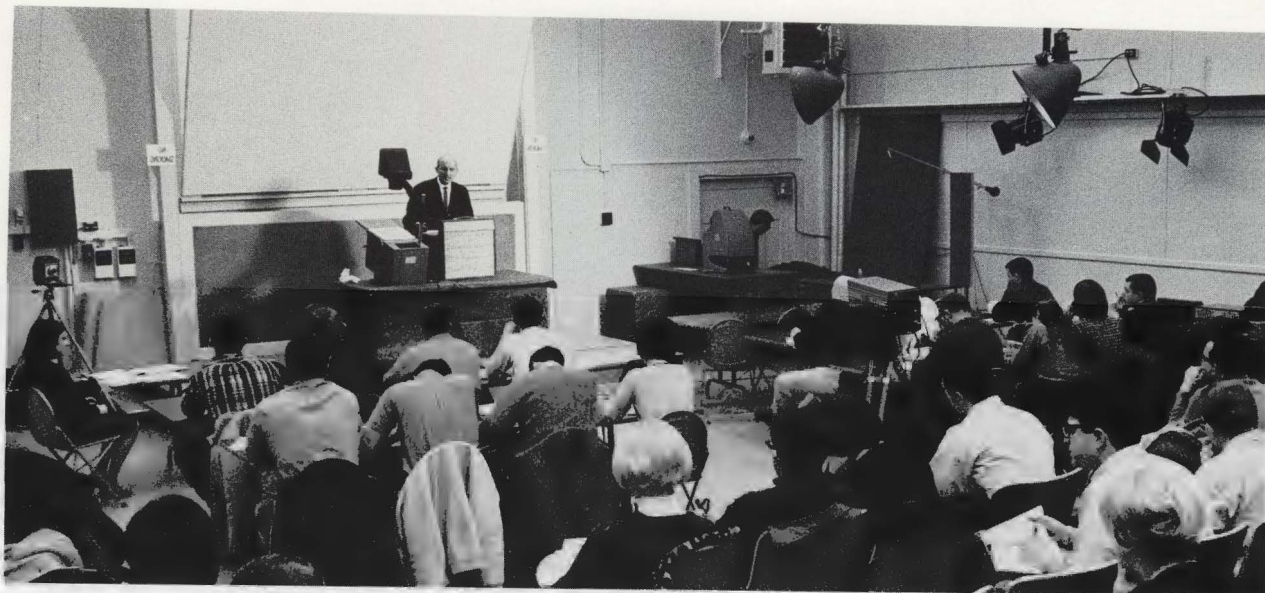
Roscoe C. Edlund ('09) provided financial support beginning in 1971 for video tape recording equipment in a Mann Library room. Faculty and students used it in speech courses. Professor Chester Freeman holds the sign for the entrance to the room.



A large majority of students favored videotaping of their speeches. They said critiques became more meaningful and the videos gave them an idea of what they really looked like and how others saw them.

Public speaking and related courses have a large student enrollment in the Department's undergraduate teaching program. Students enhance their analytical and presentation skills needed in particular settings, such as speaking before civic clubs or other organizations.





Professor Charles Russell (above) was one of the first among the Cornell faculty to use television in 1960 to extend teaching to satellite classrooms. He presented lectures in his course "Introduction to Mass Media" in Roberts Hall (room 131). They were telecast to another classroom (left) with a monitor TV set and a communication specialist who relayed students' questions and comments to the professor via an open audio line.



*Without leaving their classroom at Cornell on April 8, 1966, students in a magazine writing course (left) conferred via tele-lecture with editors of *Successful Farming* magazine in Des Moines, Iowa (right). They listened to the editors plan the editorial content of the forthcoming September issue and asked questions during a two-hour session.*



Students prepared an exhibit in 1978 to recognize the 75th Anniversary of the Cornell Countryman. Published continuously for 92 years (1903 - 1995), the magazine went through periods of faculty and student management before becoming integrated into an undergraduate course. Jane E. Hardy, a senior lecturer, taught the course and acted as faculty advisor for the magazine for several years until her retirement in 1995.



The Cornell Countryman received several awards as the best magazine produced by students in any U.S. college of agriculture. This one was presented in 1948 by the nation's largest farm magazine.

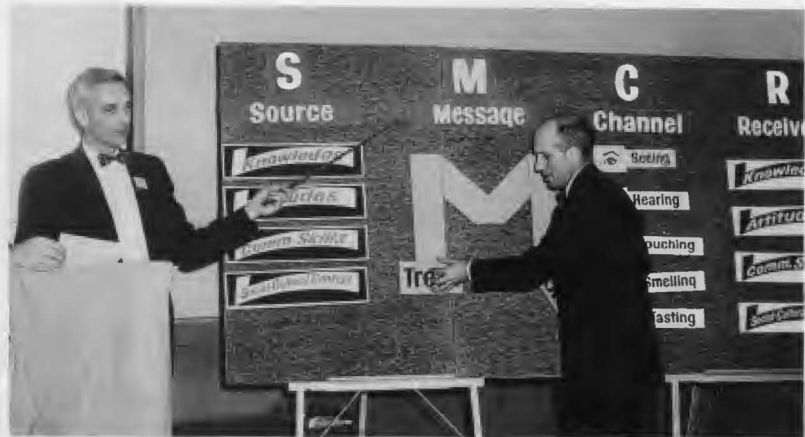
The Cornell Countryman became a significant springboard for the careers of many students, including Jane Brody ('62) editor in her senior year. She is shown here with Professor Russell Martin who accompanied her in the fall of 1983 on one of her frequent visits to the Cornell campus. Considered by many persons the most widely read and highly respected writer on personal health and nutrition in America, she writes regular columns and articles for The New York Times. Also, she has authored many best-selling books.





Professor James. S. Knapp taught news writing courses and developed an extensive news service for 85 daily and 400 weekly newspapers. His tenure started at Cornell in 1934 and ended in 1965 when he retired.

Communication training for extension personnel throughout New York State had a high priority. Along with teaching resident courses, Professor Russell Martin (left) planned and conducted scores of training sessions until his retirement in 1983. In this photo, he used the "SMCR model" of communication (Source, Message, Channel, Receiver) to show the patterns of relationships among the key elements of effective communication.



Professor Chester Freeman, chairman of the Department of Communication Arts, struggled with Dean Kennedy's proposal in January 1976 to severely cut the budget. It would mean elimination of communication as a major field of study at both undergraduate and graduate levels, leaving only a small service unit. He said he would resign as chairman if the proposal became a reality. This did not happen, and he proceeded to strengthen the Department with support from David L. Call who became Dean in 1978.



Cornell's Forensics Program, a Department activity with Professor Pamela Stepp as Director, has a high national ranking. The 1987-88 speech and debate team, shown above with Professor Stepp, placed first in the nation.



Edward L. Bernays, ('12), known as the "father of public relations," met in April 1984 with students and Professor Donald Schwartz (left), chairman of the Department of Communication Arts and faculty advisor of the Cornell chapter of the Public Relations Student Society of America (PRSSA).



Professor Geri Gay (left), Director of the Interactive Media Group founded in 1986 (later renamed Cornell Human-Computer Interaction Group), discusses a new development with a staff member. Right, students with laptop computers in Professor William Arms' spring semester 2000 class (Computer Science 502) log onto the internet as part of a pilot project in cooperation with Professor Gay's Interaction Group. (Photo credit: Bill Steele, Cornell News Service.)



The Communication Fellows Program for seniors involves a series of lectures, seminars, and guest speakers to explore the planning, evaluation, and policy-making process. It also includes a three-day trip to a metropolitan area to visit corporate leaders and communication agencies. Brian Earle, senior lecturer, (left center) took students to seven communication related companies in New York City in March 2000. Among these were Ketchum PR (right).



GROWTH OF COMMUNICATION SERVICES

Home Economics Editorial Office

Under the able direction of Mary G. Phillips, Editor for the College of Home Economics, the editorial office in Martha Van Rensselaer Hall became an important part of the new Department. A creative writer and skillful editor, her first appointment in the mid-1930s at the College was as a half-time assistant to write special articles and edit academic and extension publications. Soon her assignment included the preparation of dramatic radio scripts. One year after the Department was organized (1946), she became an associate professor. Her editorial staff consisted of four assistants: Marion Stocker (press), Dorothy Albers (radio), Gwen Haws and Nina Kuzmich (publications).

Among the objectives outlined for the section were these: to help homemakers make adjustments to postwar conditions; keep them informed of the results of research, new trends, markets, and other pertinent information for the home and the community. To reach these objectives, the staff made greater use of the press, radio, and visual aids. Many new bulletins were published, reprints of others distributed, and every effort made to meet individual requests for home economics information. For example, during the fiscal year 1946-47, more than 1,500,000 copies of homemaking bulletins were sent to people requesting them. News releases to the press increased substantially and information services and communication training for home demonstration agents expanded. Over a 10-year period (1942-1952) news releases increased 73 percent, and the College received coverage from *Life*, *The New York Times*, *Farm Journal*, and many other major publications.

When Mary Phillips retired in 1949, Marion Stocker succeeded her for a short time. Then Emilie T. Hall became editor and assistant professor in 1953.

She brought a wealth of newspaper and magazine experience to the Department and taught an undergraduate course, "Preparation of Publications." Her communication training handbooks for home economics and 4-H extension agents were widely used, and she had constant requests from agents to conduct training sessions. Unfortunately, a stroke in 1967 forced her to retire. Principal home economics writers/editors in the 1950s and 1960s included Pat Short, Louise Ranney and Eleanor Foster.

The first organizational structure for the Department included a separate Home Economics Section which appeared to be the best solution at the time. However, it was not entirely satisfactory to either College or to the Department. To some, it was translated as being two departments within the joint department. Also, attempts to relate budget matters such as salaries and maintenance and operation funds to one college or the other seemed to confuse the situation. Therefore, a separate Home Economics Section within the Department was abolished in 1962 and personnel in this section assigned to various divisions appropriate to their major assignments.

Radio

With Professor Taylor shifting to an assignment in the Extension Service outside of the new Department in 1945, an intensive search was made to find a replacement. Louis W. Kaiser was selected and appointed as an assistant professor and head of the Radio Section. Before becoming a Captain in the Army Air Corps during World War II, he had 16 years of experience in commercial radio broadcasting and administration. With the assistance of a small staff made up of Ellen Gabriel and Ted Richards, he was responsible for guiding the radio programming of the two Colleges over the Cornell University station WHCU and the preparation of radio material (transcriptions, tapes, and scripts) for stations and for county extension agents. In addition, training workshops were conducted at the request of the latter to help them improve their broadcasts. Professor Kaiser also taught two radio courses for undergraduates until his retirement in 1970.

After he evaluated existing radio services, the daily Farm and Home Hour over WHCU was cut from one hour to 15 minutes. This change helped to make possible expanded services to 70 radio stations, including four powerful 50,000 watt stations in New York State: WJZ, New York; WGY, Schenectady; WHAM, Rochester; and WKBW, Buffalo. (Appendix E.) Each year this section distributed approximately 1500 "Farm Radio News" items, and, as a result of this service, an average of about 100,000 requests for Cornell Extension bulletins were received annually.

A switch was made in 1951 from transcription discs to tapes for services to radio stations. They returned the tapes to Cornell for erasing and reuse—a major cost-saving process compared with transcription discs which were of no value after being broadcast. The Department's Tape Recording Center, one of the first of its kind in the U. S., published its first catalog of radio tapes with 300 titles in 1951. The following year it listed 550 and 3400 programs were distributed free to stations, county extension agents, and schools requesting them. The use of the Tape Recording Center continued to expand over the

next 10 years when it reached a peak. At that time, because of budget problems, the Department had to charge a recording fee and requests declined.

An additional outlet for the Colleges' radio programming came from a new New York State network of FM radio stations and from CBS, NBC, and ABC networks. Several times these national networks requested the Colleges' cooperation to broadcast special live farm and home programs from the WHCU campus studio with participation by Cornell personnel. NBC's National Farm and Home Hour, directed by Wallace Kadderly, became the most frequent of the network programs to be broadcast from the campus. As part of the Department's cooperative activities with the U. S. Department of Agriculture, radio material from Washington was distributed to stations in New York State.

Over the years, several national organizations presented first place awards to Cornell for its agricultural and home economics broadcasts, including the American Association of Agricultural College Editors which judged radio material from all land-grant universities in the U. S. Another significant recognition of quality programming came in 1950 at the annual exhibition of educational radio programs at Columbus, Ohio. Cornell's unique program, "This Week in Nature," won First Award which was given for outstanding content in national competition with local and network radio stations. This weekly transcribed half-hour was moderated by Laurence E. Palmer, a professor in the Education Department, with three or four 8- to 15-year-old children as guests. Each of the children brought an item from their own natural surroundings (such as small animals, reptiles, flowers, plants, and stones) to the recording studio to discuss with Professor Palmer. They were completely uninhibited, talking and asking questions about whatever they brought to the program without any concern for microphones or radio technicians in the studio.

The first experiment by the College of Home Economics in teaching techniques by radio—a series of 15-minute broadcasts entitled "Let's Make a Dress"—proved that this type of program could be successful. First broadcast in 1944 over WHCU, it resulted in more than 1300 women making dresses and showing them at a rally in their local counties. This program received an award for the "most effective radio program developed by a station for the purpose of increasing its share of the local audience." The following year it was repeated over a more powerful station (WGY Schenectady) with more than 11,000 women enrolling to make dresses.

Within a few years, the College of Home Economics made a major policy change in the type of radio and TV programming: Only minimal time would be given to programs like "Let's Make a Dress" for it was attempting to erase the "sewing and cooking image." In the future, programs such as "Features for Food Shoppers" and "You and Your Family" would be emphasized. (In 1969, the name of the college was changed to the College of Human Ecology—a title that reflected its increased emphasis on the study of human development and environment.)

The Extension Service looked to radio stations to provide time without cost and without commercial sponsorship to present its educational programs. Over the years, stations in New York State devoted more than 3,000 hours of free time annually to this type of broadcasting. The commercial value of this time added up to more than one million dollars. However, some of the stations ran into budget problems in the mid-1950s and decided that their farm pro-

grams would have to be sponsored. WGY's program "Farm Paper of the Air" was an example. After 25 years of non-commercial public service broadcasting, the management of the station owned by General Electric announced that this popular program would be sold to commercial sponsors beginning January 1, 1954. At that time, the Extension Service withdrew regular participation, but this policy was gradually modified to be less strict. Although an entire radio program known as a Cornell or Extension Service presentation could not be sponsored, extension specialists and agents could appear occasionally as guests on sponsored programs provided the format did not convey the impression that products or services of the sponsors were approved, endorsed, or authorized by Cornell or the Extension Service.

Syndicated radio services of the Department were not affected by this policy and continued to be in demand after Professor James E. Lawrence assumed leadership of radio operations. He joined the Department in 1958 with a strong background in communication and county extension work. Innovations in the Colleges' programming became evident within a short time after he became head of the radio section in 1965. He was assisted by Gordon Webb, a radio specialist with outstanding writing and announcing abilities.

Television

The first agricultural television program by a land-grant university in the United States was produced by Cornell and broadcast on March 24, 1943, over station WRGB in Schenectady, New York. (The topic: Victory Gardens.) This initial venture into television ushered in a new era in communications for Cornell's Extension Service. Within the next 10 years, television programming in the state involved many county agents and specialists. They provided syndicated material and appeared on live programs. To support their efforts, the Department arranged for television workshops at major stations in the state. During 1953, for example, 250 extension personnel attended.

In July 1954, James T. Veeder, 4-H Club agent in Cattaraugus County, was appointed the first extension TV specialist in the Department. Under his direction, television services began to expand in the areas of training, production of materials for programs, and evaluation of programs. His "TV Handbook for Television Workers" was widely used. Published in 1955, it presented in detail approaches, techniques, and considerations essential to effective extension education through television. During that year, 500 regularly scheduled TV programs were presented by 120 extension agents over seven New York State stations.

When Professor Veeder resigned in 1958 to accept a position with the National 4-H Foundation, Professor Lawrence took over television programming responsibilities and the teaching of an undergraduate course in TV writing and program production. One of his publications, "Television and the Communication Process as Related to the Extension Program," received wide recognition among extension workers and others. (ETI Series Number 13 published in March 1963.)

TV stations gradually started to swing away from live public service presentations and put greater emphasis on filmed programs in the early 1960s. Therefore, the Department created a Television Film Center in 1962 in a former

agricultural engineering building on the campus. Under the direction of Professor Phillips, head of the Visual Section, it produced education films primarily for television stations. They ranged from 42 minute featurettes to films of 132 and 28 minutes. All of the state's 29 TV stations used some of the productions from this center. (Appendix F.) About half of them broadcast regular features each month, the best known of which was a series titled "A Closer Look." Both filmed and live TV productions reached an estimated audience of 2,000,000 each week. It was estimated that in one year the TV time provided without cost was worth approximately \$100,000 at commercial rates. (This amount was double the annual TV Film Center budget.) Frequent studies were made to evaluate the effectiveness of the films and provide guidelines for future productions.

In addition to Professor Phillips, the Center's staff included Gustav "Skip" Landen and Richard Turner, producers, David Glidden, script writer, and Patricia Collican, TV specialist. Most of the films were voiced by Robert Earle, an Ithacan and former moderator of a popular national TV program: General Electric's "College Bowl."

To keep pace with such a fast-moving communication medium as TV, the Department requested that the College of Home Economics plan for a modern Educational TV Center in an addition to Martha Van Rensselaer Hall. It became a reality at the beginning of 1970, with modern studios, cameras and tape equipment installed in a new \$2 1/4 million wing. This ETV Center established a production and syndication system delivering full-color taped programs on a regular and continuing basis to a network of 19 commercial and public educational stations. These facilities were also used for research and resident instruction. David Watkins, Director of the ETV Center, was largely responsible for its development and the production of high quality television productions. He and his staff worked closely with faculty members in the planning and execution of programs for research, resident instruction, and extension.

Video Laboratory

A notable development in non-broadcast TV was the videocassette. Cornell was the first educational institution in the Northeast to use it as an inexpensive and portable means of delivering information to an assembled audience—either in the field or in the classroom. During the 1970s, a Video Communication Laboratory with small gauge video equipment was established under the direction of Professor White to provide hands-on learning opportunities for faculty, students, and Cooperative Extension staff.

Film Library

In addition to films prepared for television, a library in the Department had 1,200 motion pictures for the use of schools, civic clubs, county agents, professional organizations, and many other groups. These motion pictures were produced by the Department, commercial companies, and the U. S. Department of Agriculture. It was the only major film library on the Cornell campus with facilities for state, national, and international distribution. The foreign films of the Cornell Center for International Studies were distributed through

this library. Records showed that each year approximately 14,000 showings of the library's films had a total attendance of more than 550,000 persons, and slide sets used at nearly 1,400 showings annually were seen by more than 31,000.

Publications

From almost the beginning of the University, publications have served as a foundation to inform various publics of the results of research and other activities. As early as 1885, Cornell published its first experiment station bulletin. At the turn of the century, Martha Van Rensselaer wrote the first Extension bulletin for homemakers, entitled "Saving Steps." In the years that followed, scores of new titles were published each year for many different audiences. Hundreds of titles were listed in the catalogue, and requests for them increased dramatically. For example, over a 10-year period, the number of copies distributed grew from 1,689,860 in 1952 to 2,195,185 in 1962, and the number remained at approximately 2 million per year during the next decade.

Principal editors were Dorothy Chase for Experiment Station bulletins and Memoirs (reports of fundamental research) and Nell Leonard for Extension bulletins and Cornell Science Leaflets. The latter were published four times a year to promote good science teaching at the elementary school level. Before this science series, Cornell Rural School Leaflets were published for many years in an edition of 25,000 copies for teachers and 50,000 for students.

James Estes and James Mason served as senior graphic designers for all research and extension publications. Along with the editors and their assistants, they worked with authors on more than 100 new and revised publications each year. Many of these publications were consistently judged in the "blue ribbon class" in national competition among land-grant universities.

Professor Victor R. Stephen, publications production manager, became a key leader in the development of hundreds of high quality publications. Professionals in the land-grant university system throughout the U. S. used his quarterly training newsletter "Vision" as did many in other parts of the world. His "Communication Handbook," first published in 1967, became a "best seller." Not only did Professor Stephen excel in the publication arena, but he was a fine artist and a competent teacher. He received a State University of New York grant for innovative teaching. Many of his paintings can be found in private homes and art galleries. Cornell University commissioned him to paint a series of campus scenes which were reproduced by the Alumni Association for sale to faculty and alumni.

Research-type publications (Experiment Station Bulletins and Memoirs) were distributed free to scientists and libraries. Except for the most costly ones to print, Extension publications were distributed free to New York State residents; non-residents paid for all copies. The main audiences for Extension-type publications began to change in the 1950s. Up to that time, approximately two-thirds of these publications went to farmers and their families and one-third to village, suburban, and city people. Ten years later, those figures were about reversed. This did not mean that farming was less important or that agricultural interests were being overlooked. Agriculture was big business in New York State then and continued to be. It reflected the trend to larger farms and to a smaller number of farmers.

County agents in the 56 counties of the state distributed the largest percentage of these publications. The mass media (press, radio, TV) announced the availability of certain Cornell bulletins and many thousands were requested each year. For example, as a result of radio broadcasts alone, requests ranged from 30,000 to 40,000 annually. A greater demand for free Cornell publications and steadily increasing printing costs created a serious financial problem because printing appropriations did not keep pace with demands. Therefore, the Colleges began to sell more publications and use the income for printing.

Over the years, the Department prepared and published a series of miscellaneous publications related to research, recruitment of students, financial reports to the governor and state legislative committees, and announcements of new programs such as international agriculture. It started a special publication series for the latter program often referred to as the College's fourth dimension and assisted in the preparation and publication of books on international development. In cooperation with the Department of Animal Science, four major animal nutrition publications were prepared for the U. S. Department of Agriculture's international program. They were translated and printed in Greek and Arabic.

Beginning in 1960, the Department started a program of research involving publications. Results were published in a series of bulletins including the following: "Attention and Retention Values of Color" (Bulletin 1, 1960); "Readership of Agricultural Publications in Relation to Length" (Bulletin 2, 1962); "Recognition and Recall Values of Color" (Bulletin 3, 1962); "Informational Needs of an Industrial Audience" (Bulletin 4, 1963); and "Response to Distribution of Sales Publications through Retail Outlets" (Bulletin 6, 1966). These studies were conducted mainly in the summer by professors who taught full time during the rest of the year. Later more applied research, along with basic research, were conducted with the addition of faculty members with Ph.D. degrees who divided their time between research and teaching. Also, new graduate programs provided major impetus to the research function. (See Part Ten.)

At the request of the chairman of the Governor's Commission on the Preservation of Agricultural Land in New York State, Professor Ward assisted in the planning and execution of a public information program during the latter part of the 1960s and the publication of the Commission's final report in 1968 which was distributed widely throughout the state.

New Magazines

Production of two quarterly magazines for the Colleges received a high priority by the Department. Initiated in January 1968, *New York's Food & Life Sciences Quarterly* succeeded *Farm Research*. The latter originated at the New York State Agricultural Experiment Station at Geneva in the mid-1930s and later was published jointly by that station and the Cornell University Agricultural Experiment Station. In addition to such physical changes from its predecessor as size, format, use of second color, and graphic artwork, the new magazine provided coverage representative of the broad range of research activity conducted by the scientists of both experiment stations.

Published quarterly in an edition of 9,500 copies with F. B. Warner, Jr., as editor, it was distributed to readers in 50 states and 48 foreign countries. The

audience profile included researchers, farmers, educators, government personnel, and agricultural business executives. In 1992, the name of this magazine was changed to *Cornell Focus*. In addition to reporting news of research programs, its purpose was broadened to include not only research but information on the College's instructional program and how campus activities were linked with Cornell Cooperative Extension's educational efforts throughout New York State.

Late in 1969, David C. Knapp, Dean of the College of Human Ecology (formerly the College of Home Economics), asked the Department to draft a prospectus for a new magazine. This was done and the first issue of *Human Ecology Forum* in an edition of 22,000 copies came off the press in 1970. The College continued to publish this magazine three times a year. Michael Whittier became the first editor followed by Tom Hanna. The articles reported on and illustrated how the College's programs address complex societal issues to improve the human condition. They told about faculty initiatives in research, extension, and teaching—with an emphasis on an ecological perspective, collaborative projects, and multidisciplinary curricula within and across seven academic units.

Press

With more than 600 research projects in the two colleges, the writers in the Press Section, with Professor Knapp as head, had plenty of basic material with which to work. When he retired in 1965 after 31 years at Cornell, he was succeeded by Katherine Barnes. The staff also included Betty Burch, Hale Jones, and Yong Kim. The first priority of each of these competent journalists was to write and disseminate research results of the two colleges to 85 daily and approximately 400 weekly newspapers in New York State, wire services (Associated Press and United Press), and 200 selected farm, trade, and consumer magazines. (Appendix G.)

Special campus meetings also received press coverage. Each year Cornell had scores of important conferences with as many as 15,000 persons coming to the campus annually for business conferences, short courses, seminars and training schools. Reporting on information presented at these conferences provided an opportunity to show the leadership role of the colleges.

Another important function of this section was to work closely with the professional associations of both weekly and daily newspaper editors and publishers. For example, it judged newspapers for an annual contest sponsored by the New York Press Association and made awards to weekly newspapers for outstanding agricultural and community service.

Professor Robert Ames, head of the County Information Services in the Department, developed a strong program for extension agents. He prepared news stories for local adaptation and release to the media by agents in their areas. In cooperation with Eleanor Foster and faculty members in the colleges, monthly packets of articles, photos, and mats were prepared for use in Farm and Home News publications printed in each county with a total circulation of 130,000. In addition, he worked with extension specialists in the preparation of printed "service letters" on scores of agricultural subjects. These were mailed by county agricultural agents to specialized mailing lists of New York farmers.

Visual Aids

An analysis of the work done in the Visual Section year by year showed the increasing requests from faculty on the campus and extension personnel in the field for photographs, graphics, motion pictures, exhibits and other visuals. The high quality productions of skilled photographers (including Professor Phillips, Gere Kruse, Richard Maurer, George Lavris, and James Griffith) and artists (including Audrey O'Connor, Charles Hurlbut, and Virginia Langhans) were used extensively not only in New York State but in many countries abroad.

The photo library had approximately 50,000 black and white negatives on file and 20,000 color slides for such purposes as Cornell publications, mass media, exhibits, posters, meetings, and courses both at the undergraduate and graduate levels.

Several motion pictures produced by the Department received national recognition over the years. One, entitled "Budget Flower Arrangement," was chosen for the American Horticultural Society's top "Award of Merit" because of "its excellent horticultural subject material of educational value to the gardening public." This 25 minute color movie featured Professor Raymond T. Fox, Department of Floriculture, preparing 14 different flower arrangements.

Until the Colleges abandoned the long-established Cornell Farm and Home Week in 1958 after 50 years, scores of exhibits were prepared for this annual event, and the staff created large exhibits for the New York State Fair each year without interruption. Special exhibits were also prepared for display in various parts of the world. For example, an exhibit for an international agricultural exhibition in Cairo, Egypt, was viewed by more than 800,000 persons from Near East and Middle East countries. Another exhibit on Cornell's long-standing relationships with South American institutions was shown in Brazil.

Professor Phillips served as a consultant with the Inter-American Institute of Agricultural Sciences at Turrialba, Costa Rica, and he developed plans for visual workshops that could be conducted by U. S. universities to train foreign nationals who came to this country for training. He also conducted training courses in New York, Washington, D. C., Michigan, Utah, and Kentucky.

Soon after he retired in 1968, Professor Phillips was asked to direct the production of a 28-minute color motion picture showing the significance of agriculture—New York State's largest industry. Titled "Roots of Empire," it was sponsored by the College of Agriculture at Cornell, New York State Agricultural Resources Commission, Department of Agriculture and Markets, and Department of Commerce.



HISTORY IN PICTURES

**Events & Public Affairs
Communication Services**



Dean Bailey conceived the idea of a "Farmers Week" and the first one was held on the Cornell campus in 1908. Later, it developed into an annual Farm and Home Week until 1960, with the exception of the years during World War II and immediately thereafter, when housing, food, and transportation shortages made a big campus event impossible. Arrangements were made for a farm and home special train to travel throughout New York State with scores of exhibits and demonstrations of the latest research. The Department of Extension Teaching and Information cooperated with several other departments to produce this event.



An exhibit of rural housing research was shown in one of the cars of the train by a College of Home Economics specialist.



Soon after the end of World War II, Farm and Home Week was underway again and scheduled for the Cornell campus. Richard Maurer, visual aids specialist in the Department (left) and Professor Ernest Schaufler of the Department of Floriculture, build an exhibit for the 1952 event.



A press conference was scheduled in March 1954 for Ezra Taft Benson, U.S. Secretary of Agriculture, when he came to Cornell to be a principal speaker at Farm and Home week.



In 1949 and again in 1970, the Department was host to the annual meeting of the American Association of Agricultural College Editors. More than 300 members of this national organization came to Cornell and listened to outstanding leaders in education, agriculture, and

mass media. Among those leaders was H.E. Babcock, an important figure in New York agriculture and advisor to governors and presidents. He is shown here speaking in 1949 to the editors at his farm near Ithaca, New York.



Cornell Provost Dale R. Corson (left) and Professor William B. Ward (right) escort Governor Nelson Rockefeller on his way to give a speech in Morrison Hall in 1965. Public affairs were among assignments given to the Department.



Helping to plan and conduct agricultural briefings for members of Congress and New York State officials became an important activity assigned to the Department. One such briefing for New York's Senator Robert F. Kennedy was held at Moakley House on the Cornell campus in 1965. (Senator Kennedy is seated in the center of the small table.)



Dean Palm presents the College budget proposals to Governor Nelson Rockefeller and legislators in Albany in 1963. Department personnel prepared the visual portion of the presentation.



Motion pictures for the two colleges were produced by Elmer S. Phillips from the mid-1930s until he retired in 1968. Also, he taught speech and visual communication courses and moved up the academic ladder from instructor to full professor. The coordinated visual aids services he established and directed were second to none.



Soon after graduation from Cornell in 1932, Elmer "Flip" Phillips began broadcasting radio programs for the two colleges over WESG, the predecessor to WHCU. Also, he became well known as the "Voice of Schoellkopf Field" for his announcing of Cornell football games.



Professor Victor Stephen, publication specialist (left), and George Lavis, photographer (right), review photos in the processing lab for new extension bulletins. Professor Stephen's "Communication Handbook," first published in 1967, was used by many colleges and universities.



Professor George S. Butts dealt with many assignments beginning in 1925 until his retirement in 1959, including supervision of correspondence courses, State Fair exhibits, and distribution of publications. In his memory, Mrs. Butts provided funds in 1977 for major improvements in room 131 Roberts Hall used for teaching communication courses.

More than 2,000,000 copies of the publications of the two colleges were distributed each year from the mailing room (right) in Roberts Hall under the supervision of Blanche Symons (left center).



Eleanor Foster (right) and Professor Robert J. Ames (left) had the responsibility to provide home economics and agricultural information from the two colleges to county extension agents throughout New York State. The agents used this material to produce their own monthly county publications. Professor Ames was head of the County Information Services from 1950 to 1973.



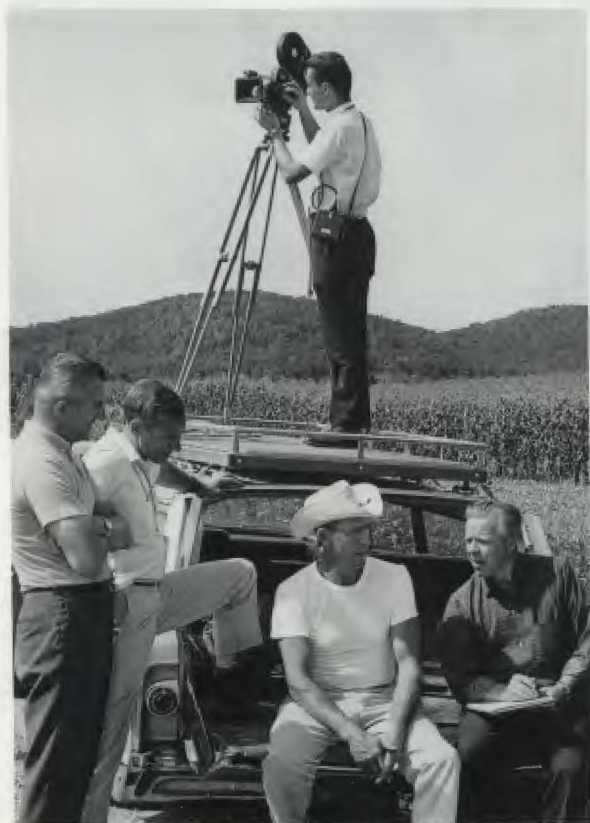
Cornell/WHCU agricultural and home economics radio programs originated for many years in studios located in a small building (left) in a garden area across the street from Bailey Hall. (Malott Hall now occupies that space.)



Professor Louis W. Kaiser, head of the Department's radio services beginning in 1945, often arranged for major networks, including ABC, to carry national broadcasts from those studios. (He stands on the right next to ABC's farm radio director.)



Established in 1962, the TV Film Center started with black and white films for television stations, but soon shifted to color to guarantee the continued acceptance of productions by the two colleges. Under the direction of Professor E.S. Phillips, with assistance from TV producers G.E. Landen and D.S. Glidden, and Professors James E. Lawrence and Patricia Coolican, the Center received both New York State and national recognition for its productions. They reached an estimated audience of 2,000,000 each week. Most of the films were voiced by Robert Earle (left), an Ithacan and former host of General Electric's national TV quiz program "College Bowl." The cameramen are Landen and Glidden.



The TV film Center camera crew on two locations: an eastern New York farm (left) and the Cornell campus (right).



A new north wing of Martha Van Rensselaer Hall, (above) dedicated in May 1968, included a modern Educational Television Center. It was part of the Department of Communication Arts until 1975, providing high quality television productions on videotape to be used in instruction, research, and extension. David Watkins (right) became its director and developed a range of educational services to keep pace with new communication technologies.



David C. Knapp (left), Dean of the College of Human Ecology, asked the Department in 1969 to prepare a prospectus for a new quarterly magazine to be named "Human Ecology Forum." The first edition of 22,000 copies came off the press in 1970.

PART NINE

DECADE OF THE 1970s: TIME OF CRISES

Change in Department Leadership

After being head of the Department for 26 years, Professor Ward informed faculty and staff on September 30, 1971, that he would resign this position effective January 1, 1972, so he could devote more time to international work. In his letter of resignation, he thanked them and the administrations of both colleges for their capable and consistently strong support to make the Department one of the best in the U. S. Land-grant College and University System.

To provide for an easier transition and a clear field for his successor (Professor Charles C. Russell) to plan the Department's programs, Professor Ward requested a leave of absence without salary for 18 months. For that period, he accepted a position as Chief-of-Party for a USAID/University of Tennessee agricultural development project in southern India with headquarters in Bangalore, India. In addition, he served as advisor to the University of Agricultural Sciences there to establish a communication center. His 18-month assignment did not go full term because of a political controversy between the U. S. President (Richard Nixon) and the Prime Minister of India (Indira Gandhi). The latter cancelled USAID-financed agricultural university programs in India and gave each Chief-of-Party 90 days to close their large projects and leave the country.

Professor Ward returned to Cornell after a year's leave to continue his teaching and other work. The administration of the College of Agriculture and Life Sciences asked him to deal with special communication situations of interest to the College and to the Agricultural Resource Commission, Department of Agriculture and Markets, Council of Agricultural Organizations, Department of Environmental Conservation, and units of the State University of New

York. At his request, he became in effect a "Professor-at-Large" without salary beginning in 1977. On July 1, 1988, he received Professor Emeritus status but continued to teach an advanced writing course each fall semester and be involved in the Department's international programs.

After slightly more than two years as chairman of the Department, Professor Russell asked to be relieved of the responsibilities of this position effective May 31, 1974, because of health problems. Professor Stephen was appointed to serve as acting chairman from June 1, 1974, to March 31, 1975.

Department Split Apart

In 1974, the deans of the two Colleges (Keith Kennedy and David Knapp) announced that they intended to hire a consultant to review the information services program of the Department, including the possibility of separating these functions from teaching and research. The latter turned out to be their major focus.

Three senior faculty members told the administration they thought it would be a mistake for any *one* individual to be given this review assignment which could drastically affect the Department. They believed it would be more appropriate and a much fairer procedure to follow the Cornell custom of having a small committee or panel of highly qualified persons with a wide and extensive background in communications at land-grant universities to make this study and any recommendations resulting from it. However, on June 6, 1974, the administration retained Charles W. Brodhead of Ithaca College as the consultant for two months, pointing out that he had a "combination of experience" in fields of communication such as television, public affairs, public relations, and administrative organizations.

Among the topics on which the consultant said he had been requested to make recommendations were:

- Separation of the teaching and research functions from the service functions of the Department of Communication Arts.
- Centralization and decentralization of services.
- Effect of physical location upon optimum service.
- Relationship of related information and communication programs on campus to those performed through the Department of Communication Arts.
- Relationship of production functions to other varied units located within the colleges.

Brodhead's final 56-page report to the administration submitted on August 22, 1974, identified "problems uncovered by the review." Some of the "problems" he listed were inaccurate, unfair, and full of misconceptions, showing a lack of knowledge of the complex systems of operations within the two Colleges and within Cornell University as a whole. However, he pointed out that "such a project, by definition, brings out the negative"—a gross understatement as viewed by some of the Department's faculty and staff members in the information services sections. Regardless of administrators' denials that they had not made up their minds in advance to split the Department, the decision to do this appeared to be a foregone conclusion.

Primary Concerns of Faculty

According to the consultant's report, the faculty of the Department expressed concerns about the question of administrative separation. Brodhead stressed that the information services "should compete as an adjunct to all departments, not as an arm of one." He also pointed out that many, if not most, of the departmental faculty disagreed with this position and voiced the following concerns:

- What will be the role of those faculty members who have traditionally devoted a large portion of their time to the service mission of the Department?
- The faculty needs to be involved in the work of the support function in order to keep their own skills up to date so as to be more effective teachers, and to keep their skills available to the support organization.
- The faculty will no longer be able to utilize support personnel in either the in-service or resident instruction programs as resource people as they have in the past.
- The support area will no longer be available as a laboratory for Communication Arts students.
- The academic program needs the "weight" of the support function in order to compete effectively for its fair share of resources to fund a quality academic program.
- Association of the support function with the academic part of the Department gives more status to the support personnel.

Brodhead argued that "the picture of an academic program as a hitchhiker on a support function is one that is not complimentary. It is an injustice to the academic program to have it hidden behind a much larger support operation."

Consultant's Final Report

The consultant's recommendations, along with notations by the Department after submission of his final report follow:

Organization

- A. "That the units normally referred to as 'service units' be administratively separated out of the Department of Communication Arts to form an Educational Information Support Group (EISG) to be headed by a Director who is responsible to a Board composed of the deans and directors of the major supported organizations."
(Notation: The separation was approved by the administration with a director reporting to the two deans and the director of Cooperative Extension. The latter would be responsible for day-to-day administrative support.)
- B. "That EISG be organized with five functional sections, each with a Head. These five sections with appropriate sub-sections should be: Visual, Editorial, Media, Production and Distribution, and Technical Facilities."

(Notation: With the exception of the last one, the organizational structure of the information services within the Department was approximately the same. The Technical Facilities Section, as described by Brodhead, should be "designed as a central unit with capability to evaluate, acquire, coordinate, and maintain all electronic communication equipment for the state statutory units at Cornell." Because the proposal for such a central unit would be impractical, it was not approved.)

Philosophy and Mission

- A. "That the functions which have traditionally been characterized as 'communications services' be hereafter recognized as 'communications support.'"

(Notation: This "perception problem," as defined by Brodhead, evidently was not considered important by the administration. It decided on the name "Media Services" for the new separated unit.)

- B. "That the stated mission of the support organization be along the following lines - 1) To assist in the development of plans and strategy for the interpretation, dissemination and encouragement of the application of research-based knowledge through all communication channels to improve the quality of life of all citizens; 2) to implement such agreed upon plans; 3) to provide support for the development and implementation of use of the media in the instructional process both in and out of the formal classroom; 4) to assist in the training of faculty and field personnel in the effective use of communication methods; 5) to keep the University's publics informed of other newsworthy information concerning its instructional, research or extension programs."

(Notation: This mission statement is practically the same as that published over the years by the Department of Communication Arts.)

- C. "That the mission of the support organization be broadened to include providing similar functions to the College of Veterinary Medicine and the School of Industrial and Labor Relations, thereby placing it in support of all statutory units."

(Notation: Although Brodhead stated in his report that the two "appear to desire such an arrangement and within a year the [new] support organization should be in a position to provide it," nothing happened. Such a proposal had been discussed several times over the years by the Department with officials of the two statutory units.)

Priorities and Planning

"That a communications planning and priority setting process be established to focus the communications effort on the accomplishment of the stated institutional goals and to contain fairly and equitably the demand for communications support within prescribed boundaries."

(Notation: The emphasis on planning was one of the principal values of the Brodhead report. However, he recommended the creation of a "Communication Planner" who would provide the "*single highly visible point of entry*" for users of support services. This was probably based on the account execu-

tive concept used by advertising agencies, but it would not work in academia, particularly in Cornell's statutory colleges with several hundred faculty members and professional personnel.)

Centralization

- A. "That the basic policy be to centralize communication support functions, but that individual exceptions be permitted where particular needs or skills and sufficient demand justify location of certain functional capabilities outside the home of EISG. In such instances the personnel involved should have a joint appointment with EISG, even if all funding is coming from another department. In general, the advantages of centralization outweigh the advantages of location closer to the user."

(Notation: The Department of Communication Arts tried over the years to get all its information services and academic program housed in one place. They were spread all over the campus which created administrative and functional problems.)

Multi-media Center

- B. "That plans be developed and implemented at the earliest possible moment to build a sophisticated multi-media center which would house all of the EISG functions plus whatever needs develop for professional support for improvement of the instructional process through the Center for the Improvement of Undergraduate Education and the Education and Communication Arts Departments of the College of Agriculture and Life Sciences."

(Notation: The recommendation to have a "sophisticated multi-media center" was first made by the Department in the late 1960s and after that. Plans were drawn for such a center to be included in proposed new buildings on the agricultural campus, but the center never materialized.)

Search for a Director

In the fall of 1974, a search committee was appointed to find a director for the new Media Services unit. This committee, with David L. Call, director of Cooperative Extension as chairman, included: Professor Freeman, Thomas Hanna, and James Griffith of the Department of Communication Arts, Professor Alexander Dickson of the Department of Natural Resources, and Professor Marjorie Washbon of the Department of Human Nutrition and Food.

On March 27, 1975, Director Call announced that D. Christopher Whittle, Director of Communication and Public Relations for the American Bar Association, had been selected as the Director of Media Services, effective July 1, 1975. He continued in this position until 1986 when he came to the Department of Communication Arts as a senior lecturer to teach an advertising and public relations course and manage the internship program. This appointment ended in June 1992.

David Watkins, who first served in the Department of Communication Arts as head of the Educational Television Center, became the Director of Media Services. Efforts were made to build a bridge between Media Services and the Department of Communication. (One example: a memorandum of un-

derstanding established a system of computer graphics technology to be used jointly.)

Refocusing the Department Program

After the separation decision, the Department faculty began the preparation of orderly sequenced plans of restructuring and refocusing its agenda. These plans included explicit identification of five "program areas" of communication: organizational, environmental, rural development, health/nutrition, and international. Advantages of this arrangement were: (1) provide substance and depth to students' undergraduate studies; (2) strengthen the College of Agriculture and Life Sciences' program through an interdisciplinary emphasis which tied in communication with major commitments; and (3) bring into focus the Department's public service/extension efforts.

Dean Proposes Merger

The next blow which shocked the faculty of the Department followed closely on the heels of the separation decision. In December 1974, Dean Kennedy proposed a merger of the Department of Communication Arts and the Department of Education. Dale R. Corson, President of Cornell University, had requested the deans of the colleges to undertake a study of ways and means to "address a deteriorating financial condition" and mentioned the possibility of consolidating or merging programs and/or departments. According to President Corson, social sciences represented a "good case."

A committee was established to consider the proposed merger with Dean Kennedy as chairman, two other college administrators, and three faculty members from each of the two departments: (Communication Arts) Victor R. Stephen [acting chair], Chester H. Freeman, Royal D. Colle, and William B. Ward; (Education) Helen L. Wardeberg [chair], George W. McConkie, George J. Posner, and Frederick K. T. Tom. The faculty members of this committee met once or twice a week during December (1974) and January (1975), to consider the pros and cons of a merger, review various organizational plans, and prepare a final report to the administration.

Students and alumni also became involved. One of the graduate student leaders of the Department of Communication Arts when asked if he would still come to Cornell in case the two departments were merged replied: "Definitely not, I would certainly go elsewhere. When you combine the two, you subtract from each." Alumni who contacted the Department about this issue also expressed their opposition. For example, Al Wegener, Editor-in-Chief of *The Cornell Countryman* when he studied at Cornell and who later became an executive of a large New York advertising agency, wrote to Dean Kennedy: "In my view the merger would result in a serious loss not only to the College of Agriculture and Life Sciences but to the entire University. This loss, I believe, would come about through dilution of the stature, effectiveness, and vigor of the Department of Communication Arts (CA) To my knowledge no other curriculum at Cornell offers undergraduate and graduate students an intensified course of study in communications This has given the Department a respected and distinctive identity, not only among students but also among

those of us in business who work in the communications field. Another concern I have is that the merger would cause CA to lose its reputation among students as a department which is "in touch" with the post-graduate world Communications and education are two distinct fields, each attracting students with different interests, motivations, and expectations."

Faculty Opposition

The "merger committee" also stressed that the two departments represented different fields. Furthermore, it said the assumption on the part of some people that there was a large measure of overlap in the content of the courses offered by the two Departments was erroneous. A careful study showed there was virtually none, and therefore the contemplated merger, as far as courses were concerned, would "mesh" with difficulty.

Although Dean Kennedy took the position that the merger would result in a reduction of administrative costs, no cost-saving figures were presented. The faculty committee recognized one department chair would cost less than two, but pointed out that a merger would result in an increase in the complexity of administering the affairs of a merged department.

On January 16, 1975, the faculty committee submitted this conclusion to the administration: "There does not appear to be a clear intellectual, disciplinary, or subject matter basis for a merger. Therefore [we] cannot support the proposal that the two departments be merged." (A large majority of faculty members of both departments had voted against the merger.)

On February 7, 1975, Dean Kennedy announced that "our decision is to take no direct action at this time in regard to implementing a merger of the two departments." His off-the-cuff comment to a faculty member: "I got my tail feathers burned." But regardless of faculty opposition, he stressed in the announcement that "the administration will schedule a review and reconsideration of the proposal within the next three years. We continue to believe further exploration of a merger is in order." Fortunately, there was no reconsideration of a merger. Nothing happened on his merger proposal during the three-year period.

But evidently, Dean Kennedy was not yet through with advancing changes he wanted made in the Department of Communication Arts. Its staff members felt as if they were on the auction block. In early January 1976, he discussed the serious financial situation faced by the College and his proposals for budget cuts for the Department. Professor Freeman, Department Chairman, informed him that if the cuts were carried out as proposed, it would mean elimination of Communication Arts as a major field of study at both undergraduate and graduate levels. Only a small service unit to teach oral and written communication courses would be left. He pointed out that the College and the Department of Communication Arts had a responsibility to students for the completion of their academic studies. Furthermore, the College would lose significantly in accessory instruction. For spring term (1976) approximately 1,230 students were registered in Communication Arts courses of which 38% were students from endowed colleges. This amounted to an accessory instruction income of \$119,850 for the term for the College of Agriculture and Life Sciences. When computed for the two-term academic year, about \$240,000 was involved. Based

on the past few years' experience, this would be expected to increase as both the total numbers of students had been climbing each year. Teaching only oral and written courses would mean the loss of most of this income.

Professor Freeman said he realized that "fairness and honor cannot always be upheld in these times. I feel especially frustrated when after the service units were separated and the question of merging the two departments was settled, we were promised three years to build and strengthen Communication Arts as an academic department. Now in less than a year we are being essentially destroyed. This is hard to accept for I believe we have made significant progress in this short time in areas such as strengthening our teaching program, our MS degree proposal, plans to enlarge research efforts, working out a cooperative MPS degree program with the Division of Nutritional Sciences, acquiring additional facilities on Stewart Avenue, and assuming leadership for Extension in-service training. I cannot accept the elimination of all this without the feeling of being betrayed."

He made it clear that he would resign as chairman if the Department was reduced to only teaching courses requested by other departments and could not offer its own major. This did not happen, although some budget reductions were applied to all departments, including the Department of Communication Arts. It gradually proceeded to build a strong department, particularly under a new College administration.

Advisory Committee

One of the Department's actions which proved to be valuable was the selection of an Advisory Committee shortly after the separation of the academic program from the information services functions. This committee had three principal functions: (1) guidance for the teaching, research and extension programs with special attention to long-range problems and goals; (2) liaison with communication and related industries; and (3) assistance in obtaining outside financial support. The committee met once or twice a year, with the first meeting held on May 14, 1976. Members of the initial committee included: Mort Adams, Cornell Trustee and former President and Chairman of the Board of Curtice-Burns, Inc.; Carroll Arnold, Professor of Speech Communication, Pennsylvania State University; Constance Cook, Cornell Trustee and former member of New York State Assembly; Herrell DeGraff, former President of the American Meat Institute and a professor in the College of Agriculture at Cornell University; Arthur J. Fogerty, Agway Director of Public Relations; Claude Gifford, Director of Communication for the U. S. Department of Agriculture; Richard K. Manoff, President, Richard K. Manoff, Inc.; Roy H. Park, President of Park Communications; Lewis Perdue, Deputy Director of Public Relations for the Republican National Congressional Committee and a Communication Arts graduate; A. H. Wegener (Chairman), Senior Vice President of Keenan & McLaughlin Advertising Agency and a Communication Arts graduate; Elynor A. Williams, Extension Communication Specialist, North Carolina Agricultural and Technical State University and a former Communication Arts graduate student.

A NAME CHANGE, GRADUATE PROGRAMS, AND RESEARCH

As mentioned in Part Five, the deans of the two Colleges were requested to consider another name for the new Department instead of "Extension Teaching and Information" before the recommendation was sent to the president of the University on June 1, 1945. But the deans vetoed the request for several reasons as stated previously and offered the possibility of a name change in five or six years. Twenty-one years later—in April 1966—it happened. (See organization chart Appendix H.)

The process to get the name change even then did not have smooth sailing through the bureaucracy. When the recommendation landed on Provost Dale R. Corson's desk in early 1966 that the name be changed to the Department of Communications, he called Professor Ward with this response: "I don't like the proposed name. To me the term mainly is associated with communication systems such as cable and microwave transmissions, and the like. Your department is more involved with the creative side of communication. Therefore, I suggest 'Communication Arts.' If this recommendation comes to me, it will be approved and submitted to the Board of Trustees."

Although this meant starting the approval process all over again through the two colleges, the departmental faculty was happy with Provost Corson's decision. (He became president of the University in 1969.) Actually the faculty originally wanted the name "Communication Arts" but thought it would raise strong opposition from the College of Arts and Sciences. He said not to worry about this. Soon after the recommendation for the new name reached the president's office, it was presented to the Board of Trustees and approved.

The name change had a dramatic effect in several directions. Although not solely responsible for the gradual disappearance of opposition to a graduate program, it did have an important influence on the final outcome.

Another name change was approved in 1987: Department of Communication. According to the faculty, it symbolized a growing emphasis on the study and application of social science theory and research in communication. The single term "Communication" was intended to represent the overarching nature of the Department's program encompassing mass communication, speech and rhetoric, and other aspects of the so-called "information society."

Graduate Program Stymied But Not Permanently

The faculty of the Department had been stymied for at least 10 years whenever it presented a proposal to the Graduate School for a Master's Degree. For example, one was presented in October 1965 and tabled with the same result two years later, even though it had the support of the deans of the two Colleges, plus several distinguished professors there and in the College of Arts and Sciences.

The objective of the 1967 proposal for a graduate program, with a major and minor in communicating the sciences, was to prepare students for positions requiring clear and accurate interpretation of scientific and technical information for professional and lay publics. Such positions existed in industry, government, education, mass media, universities, and other research institutions. The findings of many scientific investigations risked obscurity because they did not come to the attention of various publics which had concern and interest in them. This situation resulted, in part, from scientists' inability to disseminate information about their discoveries, or from their lack of interest in doing so, or from the lack of suitable professional communicators to assist them.

Uniqueness of the Proposed Program

The need for persons capable of interpreting scholarly material without betraying its scientific integrity was shown by the large number of requests the Department received for science writers. Universities were searching widely for persons of this description to fill staff positions, and industry and government agencies alike were seeking well-qualified persons to communicate specialized information to their publics.

Further evidence of the need for a program with this emphasis came from students themselves. Several Cornell graduate students in other fields requested members of the Department's faculty to serve on their graduate committees. Also, inquiries came from students outside the University. The type of graduate program proposed could not be found in the catalogs of any major university. While some offered courses in science writing, these did not represent a major effort to focus on both understanding the nature of scientific inquiry and investigating the most appropriate way of communicating its results.

Because the proposed graduate program was largely inter-disciplinary in character, it was essential to have the cooperation and participation of professors in the social, biological, and physical sciences, and in the humanities. Several senior professors from these areas expressed an interest in the development of this type of graduate program at Cornell. The excellence of the faculty, the existence of special research and area programs and centers, and the consequent

expectation of scientific breakthroughs made this an especially appropriate environment for the development of such a graduate emphasis.

Among those who supported the proposal were L. Pearce Williams, Professor of the History of Science, who wrote: "There can be no doubt of the real need for such a program and the need will grow exponentially in the coming years." R. S. Morison, M. D., Director of the Division of Biological Sciences, said "I can easily testify that there is a large unfilled demand for people who are expert in the communication arts and who also know something about science I believe enough information already exists on which to base a good master's degree program, and I hope you get the opportunity to try it out." Similar endorsements came from Charles E. Palm, Dean of the College of Agriculture, Helen G. Canoyer, Dean of the College of Home Economics (now College of Human Ecology) and Kenneth L. Turk, Director of International Agricultural Development. Even with this additional support, the proposed program was again tabled by the Graduate School.

The Department did not consider the tabling of its request as final and tried again in 1968; this time with success. Approval for the degree, "Master of Communication," was voted by the faculty of the College of Agriculture on November 6, 1968, and by the Graduate School faculty on February 28, 1969. The University faculty voted its approval on April 9 of the same year. Final approval was given by the New York State Department of Education soon thereafter, but with the request that it be designated Master of Professional Studies (Communication Arts), or M.P.S. (CA), to fit the general format for professional degrees throughout the State University system. This was done by the Cornell University faculty on December 10, 1969. Professor Robert Crawford became its first Graduate Faculty Representative.

High and Low Points

During 1969, the Department had both high and low points. Approval of the graduate program could be considered a high point, but the racial upheaval on the Cornell campus in the spring of 1969 definitely became a low point for all departments in the University. It was then that African-American students seized Willard Straight Hall and threatened to "burn down Cornell." Each department was asked to organize a 24-hour fire watch by the administration. Black students demanded that actions be taken by the administration and the faculty to correct racial and other matters at the University which they considered to be unfair. Fortunately, the critical issues were resolved without burning down the University and without loss of lives. However, the series of traumatic events during this time left painful scars.

Focus of the M.P.S. Degree

From its beginning in September 1970, the Master of Professional Studies Program gave graduate students a chance to explore systematically what is known about communication and using this knowledge to develop communication strategies in particular situations of professional interest to them. Communication courses related to research, new technology, intercultural relations, organizations, and developing nations provided flexibility to meet the range of inter-

ests represented by students who joined the program, a flexibility which was accentuated by the broad range of course offerings available at Cornell.

Graduate students in the program—an annual average of about 20 in the early years—came from diverse backgrounds: approximately 20-30% from other countries (as near as Canada and as far as Taiwan, Indonesia, and Australia) and the rest from the United States. M.P.S. degree programs were generally designed for “mid-career” type persons, but because the Department had only one graduate program at this time, it attracted recent college graduates as well as those already in the field. The mix did not present problems; to the contrary, it became a benefit to all. Many of the U. S. graduate students had financial support from the Department, principally teaching and research assistantships; others, particularly some of those from abroad, had grants from foundations, their own governments, or international agencies. From June 1971 to September 1987, the number of M.P.S. graduates reached 167.

Faculty for this graduate program came largely from the Department but also included a few professors from Education, Psychology, Industrial and Labor Relations, and other fields. All held advanced degrees, and most of them had professional communication experience with mass media, agriculture, industry, government, international organizations, or the military service. Among the Adjunct Professors were Robert L. Bruce of Education, James B. Maas and Daryl Bem of Psychology, William W. Frank of Industrial and Labor Relations and Randall Peterson of the Johnson School of Management. They added strength to the Department’s academic program.

A Home for the Graduate Program

No space was available for the new graduate program in the five different locations housing the faculty and staff of the Department in 1969: Roberts Hall, Mann Library, Stone Hall, Martha Van Rensselaer Hall, and the radio, film, and exhibit studios on Judd Falls Road. These widely separated physical facilities caused internal communication problems and extra travel time.

The search was on to find a place on or near the central part of the campus to house the graduate program. The Department located just the right one at 640 Stewart Avenue across the street from Noyes Center. It was the former home of the Robert E. Treman family. Cornell bought this residence in 1944 and leased it to Phi Sigma Delta fraternity. This fraternity disbanded in 1969, making the house available for other purposes.

It was no easy task to persuade the administration in Day Hall to assign the building to the Department for its graduate program because several other departments and programs wanted it. Dean Palm’s strong support helped swing the decision in favor of the Department. He pledged \$14,000 from college funds to make necessary repairs, buy furniture, and establish a lease arrangement with the University. On January 22, 1970, the Department head (Professor Ward) received an official letter granting permission to occupy the building.

The fraternity had left the building in a mess, and several dump trucks of trash had to be taken to the dump. Faculty members and students volunteered scores of hours to clean walls and floors, paint, and do other renovation jobs. Mrs. Thora Ward worked on the selection and purchase of furniture, carpets, drapes, and other furnishings. She was able to “stretch” the funds available by

getting special low prices for quality materials through a neighbor who owned a large furniture store in Ithaca. All those involved in this rather extensive volunteer effort agreed that working together generated a certain esprit de corps within the Department.

Fortunately, the beautiful hand-carved wooden frescoes around large mirrors and some of the walls downstairs in the building were left intact. They were made by Mrs. Laura Treman with chisels and a burning iron when the house was built. During the time the Treman family lived there, they invited Mr. and Mrs. Franklin D. Roosevelt to be their guests. As Governor of New York State at that time, he and Mrs. Roosevelt accepted invitations to speak at Cornell's Farm and Home Week. Because the governor and future president could not climb stairs, a small elevator in the house would take him from the main floor to his suite on the second floor.

When the building was ready on September 1, 1970, to accommodate the new graduate program, a special bronze plaque was put in the foyer with the wording "Graduate Teaching and Research Center, Department of Communication Arts." M.P.S. graduate courses, two courses for undergraduates, and a majority of the Department's seminars, workshops, and social events were scheduled there. Also, offices for six professors and their support staffs, and desk space for graduate teaching assistants were provided in the building.

Three-Stage Development Plan

Initially, the M.P.S. program was limited to 15 graduate students. From 30 applicants the first year (1970), the faculty selected 13 and added new graduate courses to the curriculum. In most instances, the time of study for the degree was four semesters (two academic years), although some students completed their studies in three semesters by using the summer for their projects which primarily applied communication planning and strategy to solving practical problems.

Within five years (1970-75), 45 had graduated with the M.P.S. degree and by 1998 the number reached 286. (Appendix N.) About one fourth of them entered doctoral programs. Others accepted professional and management positions in fields such as public relations, program planning and coordination, public and community education, sales and management, personnel services, advertising account management, college admissions, teaching, international development, technical writing, media services, educational and network television and radio, book and magazine publishing, and video production.

Offering the M.P.S. degree was the first step in a three-stage development plan for the Communication Graduate Field. The second stage—a Master of Science degree (M.S.)—received final approval in 1990. By the end of the 1998/99 academic year, 60 graduate students had received M. S. degrees. (Appendix N.) The curriculum for this degree complemented the M.P.S. program by emphasizing analysis of communication research and theory, but it focused on the development of research skills and the ability to generate new knowledge about the communication process. A major component of each student's M.S. program involved original research and the preparation of a thesis that dealt in some significant way with research questions in communication.

Just before this graduate program got underway, the Department of Communication and the Graduate Field of Communication moved in January 1990 into a new building (Kennedy Hall). It included research laboratories (including an interactive multimedia laboratory), computing/word processing room, audio and video taping rooms, and other facilities associated with teaching and research.

In 1992, the third and final development phase for the Graduate Field of Communication—a Ph.D. program—was approved with the first students accepted in 1993 and two Ph.D. degrees granted in 1997. (Appendix N.) The doctorate was designed as a small, high-quality program focusing on three strengths of the Graduate Field of Communication: science and environmental communication, communication and social change, and the psychology of communication. Plans called for no more than 16 students in the program at any one time, with four new admissions each year.

In planning the program, a graduate faculty committee listed these expectations:

- Create greater opportunity for New York State residents and others to avail themselves of advanced graduate study in Communication in order to take advantage of the expanding demand for faculty in academia and highly qualified practitioners in the state and nation.
- Help the Department of Communication maintain a high standard of communication research and increase research productivity.
- Enhance the Department's current success in attracting minority graduate students who add diversity in the classroom while they are at Cornell and elsewhere after they complete the Ph.D.
- Serve the educational needs of master's candidates who wish to go on to the Ph.D.
- Complement the foci of the College of Agriculture and Life Sciences with research and instructional attention to: (1) science communication including that related to environmental, health, and food risks; (2) extension information dissemination and the adoption of new ideas by extension clients; (3) communication for domestic and international development; (4) new and enhanced uses of communication technology; and (5) how humans learn, process, and use information in different settings.

Faculty to operate the Ph.D. program were in place. In 1995, the Graduate Field of Communication included 16 faculty members, 14 in the Department of Communication and two from the Department of Psychology. The graduate faculty from the Department included Njoku E. Awa, Royal D. Colle, Geraldine K. Gay, Carroll J. Glynn, Bruce V. Lewenstein, Alicia A. Marshall, Daniel G. McDonald, Ronald E. Ostman, Clifford W. Scherer, Donald F. Schwartz, James Shanahan, Michael A. Shapiro, Shirley A. White and J. Paul Yarbrough.

By the academic year 1999-2000, the faculty taught 27 graduate level courses:

Organizational Behavior and Communication
Seminar in Organizational Communication
Communication and Persuasion
Public Opinion and Social Processes

- Psychology of Television
- Communication in the Developing Nations
- Impact of Communication Technologies
- Interactive Multimedia: Design and Research Issues
- Computer Mediated Communication: Theory and Practice
- Human-Computer Interaction Communication Planning for
Social and Behavioral Change
- Studies in Communication
- Advanced Communication Theory
- Methods of Communication Research
- Quantitative Research Methods in Communication
- Training and Development: Theory and Practice
- Risk Communication
- Seminar: Topics in Communication
- Special Topics in Communication
- MPS Project Research
- Seminar in Psychology of Communication
- Seminar in Communication Issues
- Graduate Independent Study
- Communication Teaching Laboratory
- Graduate Research
- Master's-Level Thesis Research
- Doctoral-Level Dissertation Research

(See Appendix N for listing of graduate students, degrees, theses titles, and faculty advisors.)

Research Program Influenced by Department's History and Organizational Environment

In the early days of the Department, its research projects were largely limited to evaluation studies of information services, but more formal and sophisticated research projects were gradually developed with support from federal Hatch funds provided by the Cornell University Agricultural Experiment Station, grants from other government and non-government sources, and the infusion of additional personnel with Ph.D. degrees and the creative talents of graduate students. The Hatch funds were effective in providing recurring resources for research and helped to attract substantial outside funding, particularly in the late 1980s and early 1990s.

Early research studies in the 1970s helped to develop communication and community strategies to reach farmers and low income people in rural and city areas. One example of the former involved a Hatch-financed project under the direction of Prof. Njoku Awa to discover factors affecting communication with farmers and the use of agricultural research by North Country area dairy farmers. Another research project during the 1970s, under the direction of Prof. Royal D. Colle, involved a Cassette Special Communication System (CSCS). It became a part of a northeast regional project known as "Paths Out of Poverty" and was designed to bring to low income people information in appropri-

ate inexpensive "packaging" to help them use their own and their communities' resources to improve their lives.

Among the other research programs during the decade of the 1970s were: Relation of Communication to Attitudes on Agricultural Land Use Policy; Dynamics of Innovation and Adoption: New Communication Media; Feasibility of Individual Learning Centers in Extension Work; Comparative Analysis of Sources of Information with Emphasis on Agricultural Development; Video Tape and Programmed Instruction in Teaching Basic Theory in Speech; and Realistic Yardsticks to Measure Effectiveness of Oral Expression.

Five Year Plan

Beginning in August 1980, Prof. Donald F. Schwartz became chairman of the Department and under his direction a five year research development plan was drafted with these goals: (1) expand a comprehensive program in both basic and applied research in the field of communication, (2) help fulfill the research mission of the College of Agriculture and Life Sciences, and (3) provide funding for graduate research projects for the faculty.

Research capabilities were enhanced with the establishment of an infrastructure in 1982 to implement projects. Two areas of specialization emerged: rural studies represented by the Cornell Rural Communication Research Program under the leadership of Professor Yarbrough and development communication guided by Professor Colle. These two areas provided "umbrellas" under which faculty-directed projects were conducted. Examples of these included: Computer Diffusion among Farmers; Utilization of New Telecommunication Technology among Rural Residents; Bio-technology Transfer; Linking Basic Researches with Entrepreneurs; Cognitive and Affective Responses to the Visual Communication of Scientific and Technical Information; Effects of Communication on Public Opinion about Acid Precipitation Issues; and Toxic Chemicals and the Media.

Department research projects were usually planned and executed by a group of faculty members and the projects "endorsed" by the faculty as a whole. Individual research projects, initiated by faculty members, were carried out independently. Often these resulted from an individual professional interest and ranged from the "theoretical" to the "applied." The geographic focus was equally broad, some relating specifically to New York State, others were international in scope. (Examples of the latter are described in Part Eleven.)

According to a special review of the Department in 1987 by an outside committee selected by the Cooperative State Research Service of the U. S. Department of Agriculture, "the Cornell Cooperative Extension System seems to be getting its money's worth from the Communication Department." The review team, made up mainly of nationally recognized researchers in the field of communication from land-grant universities, mentioned a dozen or so research and/or evaluation studies "directly relevant and important to Extension." It recommended that Extension turn more to the Department to plan and conduct such studies in collaboration with Extension staff members and programs. Also, the team urged the Department to periodically review all the studies it conducts to see what could be drawn from them to help Extension. "Unless

such a special periodic review is undertaken, these kinds of studies will remain discrete research pieces with no particular relationship to one another."

Research Projects in the 1980s and Early 1990s

Among the research projects conducted during the 1980s and early 1990s which had implications for Extension and other "clients" were the following:

- New information technologies focusing on impacts of the new communication technologies on the delivery of information, the adoption of new technologies, and the development of infrastructure to support farm use of microcomputers. (Project Directors: Professors Yarbrough and Scherer)
- Science, technical and health communication dealing with questions relating to how scientific and technical information can be more effectively communicated to various audiences. (Cooperating scientists: Professors Yarbrough, Schwartz, Glynn and Lewenstein)
- Environmental issues focusing on acid rain and media coverage of toxic chemicals. (Professors Glynn and Ostman)
- Mass media and political communication studies encompassing a wide range of topics from studies of rural social movements to an examination of the changing broadcast audiences, and on the behaviors of media professionals. (Professor McDonald)
- Organizational communication relating to communication problems between two levels of employees within an organization. (Professors Schwartz and White)
- Interpersonal communication involving family power structures. (Professors Awa and Scherer)
- Strategies for communicating risks affecting the public. (Professor Scherer)
- Predicting interest in mass media science stories and memory and decision processes in the construction of social reality. (Professor Shapiro)
- Institutional constraints on science journalism. (Professor Lewenstein)

Departmental facilities devoted primarily to communication research included:

- (1) The Cornell Communication Research Laboratory designed to accommodate a variety of social-psychological investigations. It is suitable for running experiments with individuals or groups. In addition to paper and pencil measures, computer facilities are available to record both categorical and continuous responses for up to eight subjects to a variety of communication stimuli. The time needed for a response could also be measured and these responses matched frame-by-frame to video or audio presentations:
- (2) An Interactive Media Research Laboratory designed to investigate the cognitive, motivational, and affective skills required to take advantage of the features and control options available in a complex hypermedia system. Such systems combine computers, audio and

video materials. The laboratory is equipped with state-of-the-art video and computer equipment.

- (3) Several areas for designing and conducting surveys, including the Department's link to the Cornell Institute for Social and Economic Research. It offers services including questionnaire design, sampling, data collection, data coding, and data entry and analysis, and an extensive data archive that contains demographic, economic, and international statistics, social surveys, and small-area socioeconomic data.
- (4) Archives in the history of science journalism: the Science Writing Archives, including archives from the National Association of Science Writers and the Council for the Advancement of Science Writing, and a national archive for information about science journalism connected to cold fusion research.
- (5) IBM and IBM-compatible personal computers for graduate faculty are equipped with statistics programs and other software needed for research and linked by network to Cornell's mainframe computers. Similar personal computers are reserved for graduate student research. The University provides mainframe computers (both IBM and DEC using several operating systems) for faculty and student use. In addition, the Cornell National Supercomputer Facility provides access to two state-of-the-art supercomputers. Cornell is also linked to several national and international computer networks, allowing university researchers to easily communicate with others around the world. Public or semipublic computing facilities for students and faculty, containing more than 500 microcomputers, are in 24 locations on and off campus. Cornell Information Technologies provides a variety of hardware and software support and consulting services.
- (6) World-renowned collections of materials in the Cornell library system, including the main graduate library of the University (Olin) and Mann Library on the College of Agriculture and Life Sciences campus. The latter has social science holdings of particular value to communication research.

Outside Grants

Faculty members searched far and wide for major outside funding to supplement the support from "start up" Hatch funds provided by the College's Director of Research. They began to cluster research activities into more visible programs and enter into partnerships with several entities on and off the university campus. These developments brought success in getting outside grants from such sponsors as the National Science Foundation, Apple Computer, IBM, Intel, John Wiley & Sons, GE Foundation, Hewlett Foundation, Water Management Institute, U. S. Agency for International Development, National Association of Broadcasters, Modern Talking Pictures, World Bank, and U. S. Department of Agriculture. The principal investigators for the research projects funded by these sponsors included Professors Colle, Gay, Glynn, Lewenstein, McDonald, Schwartz, and White.

The Department's most widely known research, supported almost entirely by substantial outside grants, is conducted by the Interactive Multimedia Group founded in 1986 with Professor Gay as the Director. (Later named Cornell Human Computer Interaction Group.) This group is an interdisciplinary research and design team with expertise in communication, design, and evaluation. Its work has concentrated on applying communication research to human-computer interface design.

Professor Gay describes the mission as linking "cutting edge technology with the everyday needs of students and teachers. That may mean providing access to experts in Nevada or Japan, accessing information in libraries all over the world, or helping students and faculty create electronic notebooks and online discussion groups to suit individual needs."

Delivering Research Results

During the decade of the 1980s and in the early 1990s, the faculty members and graduate students made special efforts to devise organizational mechanisms and information delivery vehicles for pulling together the diverse results of research in ways that were useful to client groups such as media, health professionals, community leaders, farmers, and others. A review of publications during this time showed a large number of refereed articles in professional journals, books authored by faculty, reports for specialized audiences, and conference and convention papers.

The "outside" review team from other universities mentioned earlier stated in its final report in 1987 that the Department's research component "yielded solid evidence of both richness and relevance. Though we heard questions about diversity of research directions, we viewed this diversity as a strength, since the body of accruing knowledge is clearly relevant to the College's mission. A few of the research project categories illustrate this relevance: information technologies; science, technology and health information; communication and environmental issues; mass media, public opinion and political communication; developmental communication; media and rural social movements; international communication; interpersonal communication; Extension education roles and processes. These studies, as well as others not included in these illustrative categories, bear directly on the college mission, particularly that part of the mission relating to knowledge and resource development. All in all, the Review Team found that the anticipated movement toward highly visible research status is well underway and the Department faculty, as well as the College, may well be proud of the progress to date."

Change of Department Chairman

Professor Colle became chairman of the Department on October 10, 1986, and held this position until June 30, 1995. During the years of his leadership, the Department had a significant expansion in research, undergraduate and graduate teaching, and faculty links beyond Cornell University. (See Appendix I for the latter.) Furthermore, the greatest growth in the Department's international program (see Part Eleven) happened during his tenure. He took the position that communication as a discipline and as a profession should not be

limited by the borders of the United States and that it became richer when applied more broadly. He strongly believed in this position taken by the American Council of Education's Commission on International Education in a published report entitled, *What We Don't Know Can Hurt Us*: "To maintain and increase international competence means the education and preparation of an ever-increasing number of Americans who understand other peoples and societies well enough to be able to work effectively with them on a broad range of economic, political, and security issues. . . ."

INTERNATIONAL INVOLVEMENT

A Long Tradition

Cornell University has had a long tradition in international activities on the campus and around the world, going back to the late 1800s. In 1874, a Cornell professor studied soils in Brazil. Foreign students were represented in the first graduating class and a student from Russia enrolled in the first class offered in agriculture. At the turn of the 20th century, Cornell had 17 agricultural students from 11 foreign countries. Before the end of the century, more than 400 international students from scores of countries were studying in the College of Agriculture and Life Sciences. The forerunner of present U. S. aid programs was a cooperative plant breeding research project from 1925-1931 between Cornell and the University of Nanking in China. Results? Barley production increased 20 percent and wheat yields increased an impressive 50 percent in targeted areas. One of the Chinese barley cultivars brought back to the U. S. by the Cornell scientists was widely adopted by New York farmers and lingers yet in the ancestry of several modern varieties.

Although the College of Agriculture had been involved in international activities almost from the beginning of Cornell University, it was not until 1962 that the Governor of New York State and the legislature officially recognized this function as "the fourth dimension." By legislative act, the International Agricultural Development Program took its place with resident instruction, research, and extension in the organizational structure. The Department was asked to develop a series of special publications for the program.

Goals of Department's International Programs

International communication programs have had four principal goals: (1) build a strong teaching, research, and extension program in cooperation and in concert with the College's international programs (IAP and CIIFAD); (2) increase the competence of undergraduate and graduate students from the United States and other countries (particularly developing nations) to understand and use effective means of communication; (3) enrich the professional experiences of faculty members through their involvement in international projects; and (4) provide technical assistance in communication for developing nations.

From the beginning of its international activities in the early 1950s, the Department has moved in several directions: some have been formal programs as part of college-wide efforts, some conducted solely as departmental programs or in collaboration with other Cornell units, and some have been undertaken by individual faculty members as visiting professors on sabbatical leave or as consultants. In this context, they have been involved with more than 39 countries. (See World Map Appendix J.)

Professor Victor Stephen had the first overseas assignment in Costa Rica from 1951-52. Other examples of this international involvement and the locations include the following:

THE PACIFIC RIM

Philippines

Formal international activities of the Department of Extension Teaching and Information (now Department of Communication) began in the Philippines with the Cornell-Los Baños Project. (Phase I from 1952-60 and Phase II from 1963-72.)

The unique partnership between Cornell and the University of the Philippines resulted in the rebirth of the College of Agriculture at Los Baños following its almost complete destruction during World War II. Under the able leadership of Professor K. L. Turk, director of Cornell's International Agricultural Development Program (1963-1974), the project became widely known throughout the world and was often referred to as one of the most successful agricultural research and education ventures ever undertaken and a model for others. Cornell President Frank H. T. Rhodes (1977-95) said the project "formed a continuing bond between Cornell and the Philippines with a relationship dominated by a philosophy of mutual cooperation and understanding. Cornell professors working in the Philippines broadened their experiences, while American students had the opportunity to live and work in the rich and diverse culture of the Philippines. Students from the Philippines, in turn, expanded the outlook of Cornell itself while making valuable contributions to research in a number of fields."

In his book *The Cornell Los Baños Story*, published in 1974, Professor Turk traced the history of communication functions in which the Department participated. A. J. Sims, extension editor at the University of Tennessee, was selected in 1954 to be the first visiting professor for 18 months to the newly created Office of Extension and Publications at Los Baños. His assignment had three broad objectives: (1) expand and facilitate the handling of news, radio,

and other information materials on agricultural research results; (2) develop working relationships with the appropriate government agencies, and (3) undertake an in-service training program for provincial extension workers. Thomas G. Flores, a graduate of the University of the Philippines College of Agriculture and holder of a Master's degree in education from Cornell, assisted Professor Sims and taught an extension organization and methods course. During 1958-1960, he completed a Ph.D. degree at the University of Wisconsin and in 1965 became the first Filipino visiting professor to Cornell under Phase II of the Los Baños program. While at Cornell, he prepared a 10-year development program in international communication.

During Professor Ward's academic year in Los Baños (1956-57), the teaching program was expanded and the staff participated in the National Rural Community Development Program initiated by Ramon Magsaysay, President of the Philippines. Public information functions of the Office of Extension and Publications took on greater significance because of four dominant trends: (1) increased value placed on communication by the College administration; (2) positive attitude of the faculty toward serving agriculture through mass media; (3) a growing reliance on the College by the nation's press; and (4) closer cooperation with government agencies. The first Radio Farm News Service was started for 22 stations, a publications agreement signed between the College and the National Department of Agriculture, and a 45-minute documentary motion picture produced in cooperation with the United States Information Service.

In 1962, the Office of Extension and Publications at Los Baños was upgraded to the Department of Agricultural Information and Communications with Professor Juan F. Jamias as the newly appointed chairman. It had an academic program offering an undergraduate major and 40 staff members, some of whom had received advanced degrees from abroad. In 1964, it announced the degree of Master of Science would be available. (Later a Ph.D. degree in Development Communication was added.)

Professor Ward returned to the Philippines in the summer of 1965 to review the activities of the new department, including plans for a Rural Communication Research Center and for strengthening the programming of the College radio station DZLB. It was chosen by the World Bank to be the nucleus of a nation-wide educational broadcasting system in agriculture.

In the early 1980s, the Department participated in a farming systems research program in the Philippines sponsored by the Ministry of Agriculture and Forests and the Visayas Agricultural College. Professors Colle and Scherer developed workshops and graduate training for Filipinos in this project.

Western Samoa

The South Pacific Regional Agricultural Development Project (SPREAD) started in the early 1980s with the University of Hawaii as the prime contractor and Cornell a sub-contractor. It involved 11 island countries with headquarters at the University of the South Pacific campus in Western Samoa. Purpose of the project was to help obtain maximum benefit from the islands' agricultural potential. With Hawaii handling the technical agricultural responsibilities, Cornell (through the International Agriculture Program and the Departments of Communication and Education) provided assistance in agricultural education, extension, and communication. The Department was directly in-

volved in agricultural information system design, media production, and both short-term and graduate training. Professor Colle spent a sabbatic leave in 1982 to help set up a new Agricultural Information System (AIS) that introduced the idea of having representatives of the AIS based in member countries to work with extension agents in accessing research-based information at SPREAD's Institute of Research and Extension in Agriculture at Western Samoa's USP campus. Professor Colle and Professor McDonald also conducted a communication workshop for extension officers from various South Pacific island nations.

Indonesia

The Department was requested by the Agency for Agricultural Research and Development in the Ministry of Agriculture to plan and produce a series of publications presenting the results of five years of research from 1976-1980 and again from 1981-1986. Also, establishing a new research journal was added to this assignment. The premier issue of the *Indonesian Agricultural Research and Development Journal* came off the press in 1979. Published in both English and the national language of Indonesia, it continues to be widely distributed around the world to scientists, government officials, educators, and others.

Professor Ward wrote a book in 1985 for the first of a new series of science and technology-related texts sponsored by the U. S. Agency for International Development. Entitled *Science and Rice in Indonesia*, it documented the investments and policies contributing to that nation's own "green revolution." Over a 15-year period, Indonesia (the world's fifth largest nation in population) doubled rice production. It raised the availability of rice to 148 kilograms per person compared with only 93 kilograms per person, despite a population growth of 38 million. One of the principal purposes of the book was to bring such a success story to the attention of planners, policy makers, researchers, and others who would find it useful to extrapolate elements of the Indonesian approach to other development undertakings. Professor Colle spent several months in Indonesia in the late 1980s as a consultant in a World Bank-funded project for the government's Department of Health. He developed a national communication strategy designed to increase Indonesia's consciousness of nutrition issues related to health.

Japan

The Global Digital Museum Project started in 1993 with the goal of fostering emerging technologies to improve access to ethnographic, artistic, and natural history collections from museums worldwide and facilitating the use of those collections to enhance teaching and research. It is co-directed by Professor Gay, head of the Department's Interactive Multimedia Group. Others involved are Dr. Hong of IBM's Tokyo Research Lab, Dr. John Reeve of the British Museum, and researchers from the National Ethnology Museum in Osaka, Japan.

This project serves as a forum for interaction, a site for testing and evaluation, and a focal point for development of new collaborative models. It also contributes to the development of a common client-server network providing access to information that identifies and describes collections and facilitates the incorporation of digital sources into the educational process.

AFRICA

The African Development Institute at Cornell focuses on long-term solutions to development in Africa, and the Department found ways to support its efforts by instituting scholarships for both short-term and graduate degree training for Africans. Also, it forged links with African communication organizations such as the African Council for Communication Education.

Several faculty members had consulting activities in Nigeria, Ghana, Kenya, Liberia, Ivory Coast, Egypt, Tanzania, and Ethiopia. For example, Professors Colle and Ostman worked with the Department of Educational Mass Media (DEMM) in Ethiopia's Ministry of Education to train television producers and evaluation personnel. They planned and carried out the training in the early 1990s in Addis Ababa as the DEMM moved toward extensive production of television for in-school and non-formal education contexts. Research on alternative television delivery systems to assist the Ministry of Education's policy-making and planning also received attention.

They returned to Ethiopia in 1997 to work on implementation of the government's Population Policy. Ethiopia was the first country in Africa to develop a comprehensive strategy for the new concept of reproductive health and Colle and Ostman trained regional officers in adapting the national reproductive health communication plan to their own regions. They also assisted the Population Office in refining the national communication strategy.

Professor Colle and Gordon Webb, a radio broadcast specialist in the College's Media Services unit, went to Nigeria in the late 1980s to train radio broadcast journalists in contemporary radio news gathering and broadcasting techniques. The project was sponsored by the United States Information Service to aid Nigeria in its planned transition to a civilian government.

LATIN AMERICA

Guatemala

Three professors in the Department (Ward, Colle, and Stephen) were asked to assist with the Basic Village Education Project (BVE) in Guatemala during the 1970s. Professor Ward went to Guatemala in 1973 for short periods during the planning stages of the project, Professor Colle for a sabbatic year in 1974/75, and Professor Stephen for six months in 1976. Because of a major earthquake in early February 1976, the latter was asked by the Minister of Agriculture to work on specific disaster problems.

The Guatemala experimental project was launched on March 22, 1974, by Guatemala's Minister of Education when he inaugurated Radio Quesada (TGME). The project was designed to reinforce the efforts of extension agents, teachers and others through the use of modern communication methods. Small, often illiterate subsistence farmers were the primary audience. Program content stressed information that would help those farmers improve their production and income from basic grain crops. When fully operational, the project included matched experimental and control areas in eastern Guatemala and in the Quiché-speaking Indian Highlands of western Guatemala.

Radio broadcasts were supplemented by local field monitors trained by BVE staff members who led radio forums and used audio cassettes and various

visual aids in their contacts with farmers. Professor Colle concentrated on the radio, audio cassette, and forum aspects of the project and Professor Stephen on the planning, production and evaluation of visual materials. Technical assistance in agriculture was provided by the Ministry of Agriculture. Much of what had been learned in the Department's audio cassette studies in rural areas of New York State was tried out in the new setting in Guatemala.

Another location for research on this method of communication where the people control when and how frequently they wish to listen to messages was selected on the Pacific Coast of Guatemala. Underwritten by the Pan American Health Organization, the project used audio cassettes with 30-minute programs that combined health information, music, and novellas (dramatic skits). Basic information was presented to women coffee plantation workers on how to improve nutrition and health for themselves and their families.

These women worked almost continuously during waking hours. The project's directors, Professor Colle and his Guatemalan spouse, Susana Fernandez de Colle, chose the pilas or community laundry centers on the plantations as the location for their research. Here the women could learn informally about nutrition and health without disrupting their work. A follow-up survey showed that they preferred and used advice presented on the audio cassettes over the music or novellas. One of the specific impacts of the project: the plantation had a 92 percent rate for second vaccinations for children against polio and diphtheria compared with only 60 percent at a control plantation. A planned extension of the project and its operation by Guatemalans had to be cancelled because of the 1976 earthquake.

Honduras

In the 1980s, the Department's largest official international effort in collaboration with the College's International Development Program was the Communication for Technology Transfer in Agriculture (CTTA) Project. Involvement in this project was primarily with the Honduran Agricultural Research Foundation. (FHIA: Fundación Hondureña de Investigación Agrícola.)

After two years of intensive and careful planning by teams from public and private sectors, this new and exceptionally unique institution was created in 1984 to help improve a lagging economy and generally low standard of living. It is a private, non-political, non-profit research organization dedicated to the expansion and improvement of technology generation and transfer systems in Honduras and the region responsive to the production needs of small, medium, and large farmers. Until the advent of FHIA, no effective private, autonomous research organization concerned with the farming sector had existed in Honduras or in the other countries of Central America to help the country modernize the agricultural base.

The project's purpose was to assist FHIA in expanding and improving the Honduran agricultural research system to make it more responsive to the technological needs of farmers. To achieve this, the research system would have to be integrated into a larger technology development and transfer process where a viable and active communication subsystem would be an integral part. The adoption and integration of long-term systematic communication planning and design procedures into the Honduras agricultural technology development and transfer system were major aspects of the project.

Financial support came mainly from USAID with the Academy for Educational Development as the prime contractor and Cornell University as a sub-contractor. The contract with Cornell was signed on July 25, 1986, after several months of work under a "letter of agreement." Professor Colle became the first project coordinator, followed by Professor Ward. Professor David Thurston of the Department of Plant Pathology provided leadership for agricultural technology and Larry Zuidema of the College's International Agriculture Program was responsible for administrative management.

The first task assigned to the Department was to develop a communication unit to support the dissemination of technology from the FHIA research staff to government extension workers, mass media, cooperatives, farmer organizations, and farmers. Secondly, it was to help create a fund-raising strategy and a plan for a unit to support FHIA's financial needs. An intensive international search was made for directors of the Communication Division and the Office of Development. Jairo Cano from Colombia was selected for the communication position and G. C. Millensted from Honduras for the development post. They and FHIA's Director General, Fernando Fernandez, came to Cornell for briefings on resources available to the Foundation.

Cornell arranged for advisors to assist with needs assessments and the development of communication strategies and plans, facilities design, and equipment purchases, including complete computer systems, and desktop publishing and information dissemination software. They also trained FHIA staff in communication skills. A major development prospectus entitled *A New Dynamic Organization of Agricultural Research* (with the sub-title *Fostering Economic Development in Central America*) was produced and published for presentation to potential donors.

When the project started, virtually no communication or development staff, facilities, or equipment existed. By the project's end in 1988, a communication and training center building had been renovated and equipped. It consisted of administrative offices, library, public relations unit, radio/television studio, printshop, graphic arts and photography unit, and writing and editing facilities.

The Department became further involved in Honduras when it was asked in the mid-1990s to design a communication component to a CIIFAD community development project there. Professor Colle enlisted a graduate student, Katherine Karriker, and an undergraduate student, Magdalena Cerdá, to join him and Pilar Parra, a senior research associate in Nutritional Sciences, in Honduras on a project to train rural women and adolescents in nutrition, goat husbandry and sanitation. The students, who spoke fluent Spanish, spent one summer training the women and young people, and then leading them in designing, writing and producing cassette recordings for distribution in their remote mountain community. Ms. Karriker based her Master's thesis on the project, and Ms. Cerdá completed a senior honors thesis on a related aspect of the project. The project demonstrated how simple communication technology could complement the extension work of "tecnicos."

Argentina

At the request of the National Commission for Administration of the Fund for Economic Development in Argentina, Professor Ward helped to plan an improved nation-wide agricultural information program to disseminate experi-

ment station research results to farmers. The work was concentrated during 1961-62 in the Instituto Nacional de Tecnologia Agropecuaria (INTA), the Argentine government's agricultural research and extension agency with headquarters in Buenos Aires. It had 10 research institutes at nearby Castelar and 45 experiment stations and 94 extension agencies in various areas of the country.

Results of research at the experiment stations were generally published in technical journals for scientists but not often translated into understandable language and disseminated to extension agents and farmers. Only infrequently did INTA use press and radio facilities even though Argentina had the best and most extensive mass media in Latin America, plus the highest literacy rate. Selection and hiring of competent professional writers for the regional experiment stations quickly improved this situation. In cooperation with scientists, they prepared well-written material which was used extensively by the mass media. In addition, extension agents received communication training and practical publications for their use and for farmers. Universities were encouraged to offer agricultural communication courses for their students which could become the long-range source of trained personnel for INTA.

Colombia

In March 1974, the Department cooperated with the College and the Centro Internacional de Agricultura Tropical (CIAT) to sponsor a symposium in Cali, Colombia, for 58 participants and 46 observers from Latin America, Asia, Africa, and North America who were actively engaged in rural development and communication. Most of them came from nations striving to be more self-sufficient in food production and trying to create the conditions which would enable farmers to adopt new technology. Among these conditions were suitable communication systems between a nation's rural areas and its agricultural and scientific "knowledge centers."

The program planning committee, which included two professors from the Department (Colle and Ward), designed the symposium with these major objectives: report and analyze recent research findings, exchange ideas and strategies for improving communication systems, and explore feasible procedures for developing more training and research in communication to meet rural needs. Prior to the symposium, copies of papers to be presented were sent to all participants for study and review. The proceedings were compiled and edited by the Department and published in book form (278 pages) with the title *Communication Strategies for Rural Development*, edited by Professors Ward and Crawford.

SOUTH ASIA

India

Several members of the Department's faculty, including Professors Ostman, White, Colle and Ward have provided assistance to India. The work there began with the Uttar Pradesh University of Agriculture and Technology (later renamed the G. B. Pant University of Agriculture and Technology) in Pantnagar, Uttar Pradesh, India. Established in 1960, it was the first of its type in that country and was modeled after the Land Grant universities in the United States

wherein teaching, research and extension were combined into an integrated program.

In 1969, Dr. D. P. Singh, the university's Vice Chancellor, supported a unique dimension of this Indian university: a coordinated communication center with university-wide responsibilities in publishing, mass media (press, radio, television), audio visual aids, and in-service training in communication. Plans for the Communication Center were prepared by Cornell consultants led by Professor Ward and funding was provided by the Ford Foundation. The new entity was also charged with the development of academic and research programs in the field of communications and undergraduate level courses. Professor Colle spent a year in 1969-70 implementing the plan, including the construction and equipping of modern radio studios. This University became the first entity in India other than the government's All India Radio to produce programs for radio. From one station in 1969, the number of stations taking those radio programs grew to more than 20.

Cornell's involvement at Pantnagar laid the foundation for one part of a multi-million dollar Food and Agriculture Organization project with the Indian government designed to create various "centers of excellence" in agricultural science. One of the centers was in agricultural communication and the University at Pantnagar was chosen as the site. Professor Colle became FAO's key consultant for the five year institution building program. Professor Ostman served as a consultant in the project and, while working with the faculty at the University, edited a book titled "Communication and Indian Agriculture." Colle later became a consultant for a World Bank project in India called the National Agricultural Technology Project and another in Uttar Pradesh called Diversified Agricultural Support Program.

Other universities in India began to seek means to develop a better understanding of the role of communication in building stronger institutions and speeding up agricultural and rural development. Several have made considerable progress, among them being the University of Agricultural Sciences at Bangalore and the University of Poona at Pune. At the latter, a five-year (1985-1990) Development Communication Research Project with Professor White as director created new models of communication. This project, funded by the U. S. Department of Agriculture and the Government of India, linked resources of the University of Poona to village-level problem solving. It formulated a broad based communication framework within the university structure and fine-tuned the media subsystems encompassed by that framework. The project developed new infrastructures and empirically validated communication models for rural development using modern communication technology. The central research concept was participatory decision making. Professor Ostman dedicated a sabbatic leave working on the Poona project.

Following an extensive baseline survey, data for four different communication strategies (predominantly using visual channels) were collected from experiments in four "treatment villages" and a "control village." Each village diagnosed its own need and put together a centralized dissemination environment including a Community Communication Center. These centers were manned and controlled by staff and students from an affiliated college in the village area who were trained at the Research and Development Center at the University of Poona's School of Communication Studies. A Data/Documenta-

tion/Center was set up there which also functioned as a training facility and a link for international cooperation. Papers presented at a "Seminar on Development Communication Research" at the University of Poona were published in a book *Perspectives on Development Communication* edited by Professor White and Professor K. Sadanandan Nair of the University of Poona.

Professor Ward also helped to establish an Information and Communication Division for the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) at Hyderabad. The request came from the Director General in the early days of the Institute in 1973.

In 1998, the Department became involved in another India project, again in South India. The World Bank's support of Human Resources Development programs nationwide in India included the Tamil Nadu University of Veterinary and Animal Sciences. Under this project, the University invited Professor Colle to serve as a consultant on building its extension education program. He helped re-design its undergraduate and graduate curriculum and provided plans for revitalizing various University Training and Research Centers scattered throughout Tamil Nadu.

Multi-national Program

Shortly after the scope of population programs expanded into the more comprehensive and multi-faceted concept of reproductive health at the 1994 Cairo international meeting on population and development, the World Health Organization invited the Department of Communication to join it in providing communication training for reproductive health researchers and specialists in developing nations. Professors Colle and Ostman accepted the challenge and designed short intensive workshops that would help scientists and media people begin to understand each others' professional worlds. By the end of 1999, their initial success in Bangladesh led to later workshops in Thailand (twice), India, Zimbabwe, and China (twice).

Institution Building

Many of the activities described earlier should be placed under the heading "institution building." Clearly, the projects in the Philippines, the South Pacific, Honduras and India were dedicated to establishing departments and programs that would last beyond the time the Department's faculty members were involved. One of the most recent institution building activities was the Department's collaboration with Nanyang Technological University (NTU) in creating a School of Communication Studies. It started with a high level delegation visiting Cornell in the early 1990s to get ideas on adding a journalism school to its engineering and business professional programs on the Singapore campus. Subsequently, NTU invited Professor Colle to Singapore to help design the school which was to become "Communication" rather than "Journalism." The School opened in 1993, and NTU completed construction of a state-of-the-art building in 1995. In 1996, Professor Colle became the first occupant of a chair endowed in honor of Wee Kim Wee, a former President of Singapore.

ON-CAMPUS INTERNATIONAL INITIATIVES

Communication Planning and Strategy Program

The U. S. Agency for International Development (USAID) began to supply "seed money" in 1980 to encourage innovative programs for training decision-making professionals from public and private sectors in developing countries. The Department's application for one of these grants was approved, and Professor Colle initiated the Communication Planning and Strategy (CPS) program. He and Professor Awa were co-directors with several of the Department's faculty members volunteering to be instructors. After a start with the "seed money," the program became self-supporting.

For the 15 years of its existence, CPS attracted 321 participants from more than 60 countries. Each year, the locale was the Cornell University campus except for 1994 when the Nanyang Technology University in Singapore became the host.

The purpose of CPS was to increase participants' ability to use systematic communication support in development activities, especially those related to agriculture, health, nutrition, family planning, and adult education. It helped participants strengthen their skills in designing strategies and mobilizing resources for communication components of development programs. Participants included project directors, ministry officials, extension specialists, and officers from international and bi-lateral development agencies.

The CPS concept was not restricted to a summer program for international participants but was redesigned and made available to both undergraduate and graduate students at Cornell during the academic year. Other courses included "Intercultural and Development Communication" and "Communication in the Developing Nations."

Scholars-in-Residence and Field Trips Abroad

The Department's Scholar-in-Residence Program made it possible for international communication specialists to come to Cornell for a year of study and research. Also, the Department planned overseas internships for its students and organized field trips for them to places such as Jamaica, Puerto Rico and Europe where they experienced the drama and richness of another culture. The latter have sometimes triggered an unexpected array of other activities in development communication. For example, a field trip for communication majors to Puerto Rico in 1991 resulted in Professors Colle and Ostman making connections with the Division of Community Education (DIVEDCO), a program created in 1948 by the first elected governor of Puerto Rico. They discovered that the "jíberos" (rural people) were intimately involved in creating communication materials that helped community organizers mobilize communities to solve their own problems, and that DIVEDCO was ahead of the times in promoting the concepts of participation, empowerment and the status of women. Also, as a program that had lasted four decades, the Puerto Rican project appeared to have some answers to the problem of sustainability. Therefore, a research program was designed to document how DIVEDCO worked and how much it had achieved. Two graduate students' theses and two undergraduate independent study projects contributed significantly to an effort that spanned more than five years. Because DIVEDCO appeared to provide lessons for development efforts in the 1990s, Professors Colle and Ostman wrote and pre-

sented papers at professional meetings including those representing sociology, popular culture, speech, communication, and Hispanic studies.

An important by-product of the DIVEDCO research was another discovery: Jack Delano. He had been one of the architects of the DIVEDCO project and a key person in involving jíberos in media production. One of Delano's most prominent products was an 80-minute feature film *Los Peloteros* (The Baseball Players) that received several international film awards. It dramatically portrayed the potential of self-help as a means of solving development problems and how indigenous people could play significant roles in media production. But Delano's talents went well beyond film making: he possessed outstanding skills in photography, music, architecture, and graphic design. The two professors decided Delano could contribute to the intellectual life of the Cornell campus and prepared the documentation to nominate him as an Andrew Dickson White Professor-at-Large. He received this honor in 1991 and conducted several seminars and lectures on the campus during 1991-93.

This Puerto Rico story went even further. Professors Colle and Ostman began working on a book documentary of the life of DIVEDCO. A Puerto Rican graduate student in the Department participated in the book project and based her Master's thesis on her work.

During the winter break in January 1993, six students accompanied Professor Awa and Lecturer Toni Russo on an 18-day field trip in France, Italy and England. Their objective: compare Western European and North American media systems and participate in conferences on Third World, Eastern Bloc, and Far East communications at media houses in Paris, Rome, and London. They gained experience in intercultural communication and explored the role of communication in international development projects.

Graduate Students from Abroad

Students from other parts of the world have come to study for advanced degrees in the Field of Communication since 1969 when the first program started: Master of Professional Studies (M.P.S.). By 1999, international students had received 89 M.P.S., 23 M.S., and 4 Ph.D. degrees. (The latter two programs began in 1990 and 1992.) Whenever possible, the faculty encouraged them to undertake graduate projects or theses related to their professional responsibilities in their own countries. Here are four examples with the names of the international students followed by the names of their advisors (in parentheses) and titles of projects or theses:

Mahyuddin Syam (W. B. Ward): *Communication Strategies in Disseminating Research Findings from Indonesia's Central Research Institute for Agriculture.*

Demissew Bekele Mulugeta (R. D. Colle): *Views of Policy Makers and Potential Adopters on Existing Educational Media and New Communication Technologies in the Ethiopian Educational System.*

Yukie Hori (R. E. Ostman): *Japanese Cultural Autonomy and American Impact: Japanese Adolescents' Perceptions Toward Media and Popular Culture.*

Anupama Dokeniya (J. Shanahan): *Re-Forming the State: An Institutional Analysis of Telecommunications Liberalization in India.*

(See Appendix N for a more complete listing.)



HISTORY IN PICTURES

International Involvement



The Department has been involved with 39 countries since the early 1950s. Formal activities started in the Philippines in 1956 with the Cornell-Los Banos Project at the College of Agriculture of the University of the Philippines. (Gateway to campus shown on the left.) Extending over a period of 17 years, the project resulted in the rebirth of that college after major destruction by the Japanese during World War II. Faculty worked on the development of a new Office of Extension and Publications and its successor, Department of Agricultural Information and Communications. Right, Professor Ward reviewed plans with two future departmental chairmen, Juan F. Jamias (left) and Thomas G. Flores (center).



One of the major efforts of the Department in India was at Uttar Pradesh Agricultural University in Pantnagar (above). The Ford Foundation provided funds to help establish a communication center in 1969. The new entity, directly responsible to the Vice-Chancellor, had university-wide responsibilities in publishing, mass media, in-service training, and academic and research programs in communication. An exhibit prepared by the Center and Extension Service for a farmer's fair on the campus is shown on the right.





Television programs for rural villages in India received attention from Department personnel at the request of universities and government agencies. Headlines about "Satellite communication to be launched in 1974" and "TV coverage for 90 percent of India's population by 1980" turned out to be more formidable than expected because of problems of management and programming for many different languages and social customs. Left, shooting a rural program in a TV studio; right, a village tele-club audience gathering for an evening broadcast.



Three Department professors (Colle, Stephen and Ward) assisted the Basic Village Education Project in Guatemala during the 1970s. Professor Colle (far right) and Guatemalan members of the project take a field trip to collect data on local agricultural practices.



In cooperation with the College's Office for International Agricultural Development, the Department helped to design a week's symposium in Cali, Colombia in March 1974. Fifty-eight participants were actively involved in rural development and communication in South and North America, Asia, and Africa. The symposium's objectives: analyze recent research findings, exchange ideas and strategies for improving communication systems, and explore ways and means for developing more training and research in communication. The proceedings (275 printed pages) were compiled and edited by the Department. (The International Center for Tropical Agriculture (CIAT) was co-sponsor of the symposium.)

Communication Strategies for Rural Development

Proceedings of the
Comell-CIAT 1974
International Symposium
Cali, Colombia, S.A.



Several international agricultural research centers in Africa, India, Philippines, South America, Middle East, and other parts of the world requested assistance for

communication training and development of communication strategies for a wide range of programs. Two of the centers are shown here: airview of the International Institute of Tropical Agriculture in Nigeria (left) and research plots at the International Center for Agricultural Research in the Dry Areas in Syria (right).



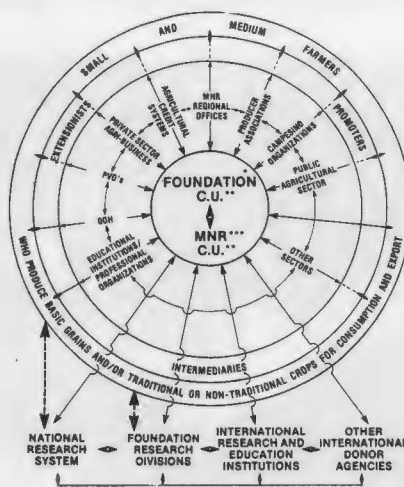
Under the South Pacific Regional Agricultural Development Project in the early 1980s, the Department was directly involved in both short-term and graduate training. Professor Roy Colle (left) and Professor Dan McDonald (far right) conducted communication training workshops in Western Samoa for extension officers from several island nations.

DYNAMIC ORGANIZATION OF AGRICULTURAL RESEARCH

Fostering Economic Development in Central America



Published by the Fundación Hondureña de Investigación Agrícola (FHIA)
(Honduran Foundation for Agricultural Research)
Apdo. Postal 2067
San Pedro Sula, Honduras



The Department's largest official international effort during the 1980s, in collaboration with the College's Agricultural Development Program and the Academy for Educational Development, was the Communication for Technology Transfer in Agriculture (CTTA) Project in Honduras. Its two primary responsibilities were to develop a communication unit to support the dissemination of technology created by the Honduran Agricultural Research Foundation (FHIA) and plan fund-raising strategies to support foundation financial needs. A publication (left), prepared in 1988, was used extensively by the Foundation's Office of Development; The diagram (right) shows the communication network with the Communication Unit (CU) as a focal point



With seed money from the U.S. Agency for International Development (USAID) in 1980, the Department started the Communication Planning and Strategy (CPS) training program for officials and decision makers in agriculture, health, nutrition, family planning, and rural development. During each summer over a 15-year period (1980-1995), it attracted more than 300 participants from 65 countries. Participants in 1985 are shown in this photo taken in front of the Department's Teaching and Research Center. Professor Njoku Awa (far left) and Professor Roy Colle (far right) were co-directors of the CPS Program.



One hundred international students from many countries received the Master of Professional Studies degree (MPS) in the field of communication from 1970 to 1999. Among them was Mahyuddin Syam (left) who completed the degree at Cornell in 1980. As soon as he returned to Indonesia he became head of the Division of Information Services for the Central Research Institute for Food Crops in Indonesia. In this photo, he told Professor Ward, his graduate committee chairman, about a new rice variety developed by the Institute and his plans to get the information about its advantages to Indonesian farmers.

OPEN-ENDED FUTURE

New Academic Dimensions

Beginning in the mid-1990s, the Department's undergraduate program underwent major changes based on the realization of dramatic new developments in the communication environment that affected the lives of students and the interests of the faculty. On July 1, 1995, Professor Carroll Glynn became the first chairwoman in the history of the Department. Under her leadership the graduate programs expanded and four focus areas were identified which emphasized the study and application of communication science:

- (1) **Communication in the Life Sciences.** Students study the role of communication in environmental, health, science, and agricultural issues. They choose from courses within the Department such as Health Communication, Risk Communication, Communication and Persuasion, Communication and the Environment, Science Writing for Mass Media and Public Information, and Campaign Planning. In addition, they take courses outside the Department to develop scientific expertise.
- (2) **Communication Systems and Technology.** This focus area enables students to explore how communication technologies and systems are designed and how they are used and influence people. Among the courses: Communication Systems and Technologies, Computer Mediated Communication, Impact of Communication Technologies, Interactive Multimedia, and Information Systems Management and Use.
- (3) **Communication Planning and Evaluation.** Students learn to develop and evaluate communication plans, acquire skills in identify-

ing audiences, assessing their communication needs, and creating communication messages and programs to meet those needs. This program emphasizes the proactive use of communication and the ways in which communication influences human affairs. They choose from courses such as Planning Communication Campaigns, Organization Behavior and Communication, Communication and Persuasion, Public Opinion and Social Processes, and Leadership Communication.

- (4) **Communication as a Social Science.** Students learn how researchers in the academic world and in business and industry conduct communication research. They choose from courses in the areas of social psychology and the sociology of communication and take courses in advanced communication research methods and statistics. Each student writes a senior thesis under faculty supervision. This focus area offers an excellent foundation for study at the master's and doctoral level and for rewarding careers in teaching and research.

Professor Glynn resigned in August 1998 to accept a position at Ohio State University. That unexpected action, along with the retirement of three other professors and the resignation of three lecturers during 1998, left the Department in a serious staffing position, especially in relation to its teaching programs.

Request for a Joint Self-study

On August 31, 1998, Professor Ostman was appointed chairman of the Department and devoted a large percentage of his time, in cooperation with the faculty, to meet Dean Daryl Lund's request to undertake jointly with the Department of Education a comprehensive self-study and submit it by March 1, 1999. Following are portions of the Dean's June 4, 1998, memorandum addressed to faculty and academic staff of the two departments:

"This self-study will have the purpose of considering the future and the departmental strategic plans in light of faculty restaffing opportunities that now exist in both units The number of faculty leaving or retiring shortly from Communication and critical needs in Education create an unprecedented opportunity to consider the most advantageous strategic positioning for programs of these units as leaders nationally and internationally in agricultural communication and education.

"I know that both units have recently reexamined their program directions. I have been impressed by the ideas and directions presented. However, we all would be remiss by not taking this opportunity to think further about these future plans in view of staffing possibilities that might not have been considered previously but now present themselves. There appear to be several areas in which these two programs could cooperate more fully to create stronger initiatives than continuing to operate separately. In what ways are the programs of these departments similar? What are the areas of mutual interest? How might they be better integrated programmatically, and perhaps administratively, to strengthen CALS teaching, research and extension programs in communication and education specifically, and in the social sciences generally? For ex-

ample, could the outcome of our current and future investments in the social sciences in CALS be magnified by combining the two departments? . . .

"I need to have the best input possible for any decisions about future investments in faculty lines in education and communication programs. I believe we should consider how we can build on the strength of the two departments to create programs that are academically exciting and that would have greater combined impact on scholarship in teaching, research and extension. To inform our decisions, I am asking that over the next academic year the Departments of Education and Communication present a joint response with recommendations by March 1, 1999, prior to department program planning and budget conferences next spring . . .

"We realize that requesting a joint self-study will present some special challenges. The cultures of the two departments differ in some ways, but we hope the common interests and desire for excellence in teaching, research and extension will be a mitigating force. We also hope that you will see promise in and be excited by the possibility for new intellectual interactions and collaboration as you assess the potential for integrating the two units and adding new people to the new entity created."

Déjà Vu

In his memorandum, Dean Lund pointed out that "there appeared to be several areas in which the two departments could cooperate more fully to create stronger initiatives than continuing to operate separately." Then he pursued the controversial issue of a merger in these words: "Could the outcome of our current and future investments in the social sciences in CALS be magnified by combining the two departments?" And one more time at the end: "We hope that you will see promise in and be excited by the possibility for new intellectual interactions and collaboration as you assess the potential for integrating the two units and adding new people to the new entity created."

The initial reaction of active senior faculty members and professors emeriti to these parts of the memorandum could be summed up in two words: déjà vu. They had been subjected to a similar encounter when a former dean (W. Keith Kennedy) proposed a merger in December 1974. At that time, a large majority of faculty members in both the Department of Communication Arts and the Department of Education voted against his proposed merger. A committee representing the two faculties submitted this conclusion to the administration:

There does not appear to be a clear intellectual, disciplinary, or subject matter basis for a merger. (Dean Kennedy dropped his proposal.)

Development of the 1998/99 Self-study

After several weeks of preparatory work, the two departments held a joint retreat in October to consider reports of the five committees involving possible areas of collaboration: technology in education and communication; leadership in an organizational context for education and communication; psychology and cognition; education and communication for extension and adult learners and audiences of importance to the College in both domestic and international settings; and science literacy and education.

All five committees agreed that the two departments have differences and, while complementary, do not offer overlapping programs in the subject areas considered. Each group generated specific ideas for collaboration. Overall, however, the tone of the committees' reports suggested that faculty from both departments considered that their present departmental identities have significant value for the College and believe that fundamentally altering the existing structures would be harmful to the College as well as to the departments. No support was expressed for a merger, the most radical possible outcome of the joint self-study.

With the departments far enough along with the self-study, Dean Lund agreed to release the vacant organizational communication faculty position and one for the Department of Education so search committees could begin to locate applicants. Then after the final joint self-study was submitted to meet the March 1, 1999, deadline, he released additional positions.

The Dean and the College Executive Council responded to the joint self-study on May 18. No mention was made of a merger of the two departments. Excerpts from the response by the College administration applicable primarily to the Department of Communication follow:

1. Although the joint self-study apparently has encouraged some new interactions between the departments and reinforced the value of existing collaborative ventures, the Offices of Academic Programs, Research, and Extension feel that more collaboration is possible than has been identified.
2. There may be an excessive array of courses beyond the delivery capacity of each department. Curriculum and teaching assignments need continuing attention. Simple strategies can improve the situation, such as offering low enrollment courses of 10 or fewer in alternate years and thereby freeing teaching capacity to be directed in other areas of need.
3. The Department of Communication should consider fewer undergraduate concentrations that more appropriately match teaching capacity.
4. We encourage the excellent work already developed by the department to build the educational core areas of interest in environmental and life sciences. This approach will serve to position the department well for the future.
5. Overall, we feel the research program is heading in the right direction, but expect continual improvement in research productivity.
6. The commitment to instruction reduces the availability of faculty for extension/outreach as a way to reduce transaction costs. Among the opportunities for future collaboration are distance learning/technology and staff development.

The response report concluded that "as a result of this planning process, the two departments seem to have learned a lot about each other, and the Executive Committee has learned more about them, too. CALS administration will work with the departments to create opportunities to take this initiative to the next step and increase the degree to which the departments actually work together. CALS administration remains committed to keeping the departments strong, as evidenced by recent reinvestments in new faculty lines in both units.

Both Communication and Education are expected to play important roles in the programs of CALS in the decades to come.”

The Department of Communication continued to explore possibilities of collaboration with the Department of Education in these areas of mutual interest:

- **Teaching:** Cross-list courses in information and knowledge management, as well as technology and learning; jointly develop courses which blend audience analysis issues with team training in educational administration, teach about faculty transformational leadership; develop a full programmatic effort, in collaboration with other disciplines, which offers undergraduate and graduate programs in science literacy and education.
- **Research:** Cooperate on such topics as information management, applications of learning technologies, effective models for distance learning, and leader management.
- **Extension and outreach:** Provide overall guidance through the establishment of a university-wide initiative which links existing disparate leadership efforts and help establish a science literacy program.

Focus Areas for the Future

In keeping with the Executive Council's positive position on the Department's educational mission built around core areas of interest in environmental and life sciences “which will serve to position the Department well for the future,” the newest focus areas for the beginning of the 21st century are:

- Interdisciplinary-minded, featuring better integration with and unique contributions to the various disciplines of the College.
- Sensitive to the on-going communication revolution, examining the various configurations of the computer and multi-media which increasingly are driving the economy.
- Global in scope, with continuing attention to creating positive social change in developing countries in the context of intercultural, group, and organizational communication, with a focus on human diversity.

Those focus areas will be developed further with a new Dean. On June 28, 1999, Lund sent a communication to the faculty and staff announcing that he would not seek reappointment after the end of his tenure as Dean of the College on August 18, 2000. He was succeeded by Susan A. Henry who became the first woman Dean of the College. She was the Dean of the Mellon College of Science at Carnegie Mellon University before accepting the Cornell position.

Goals and Priorities

At the turn of the century, the Department established a set of goals and priorities to help focus its efforts on actions to strengthen instruction, research, and service roles. With communication technology rapidly accelerating, the Department will develop theories and research approaches for improved information resources which are central to every aspect of daily life. Explosive growth

of the Internet and World Wide Web underscores the dramatic need for better information resources. Cornell President Hunter Rawlings recently identified Information Systems as one of the four focus areas for the University and announced plans to invest in this area. Furthermore, international organizations are making significant investments toward bringing Internet access to rural areas of developing nations. Substantial questions exist about how this can best be accomplished, financially, organizationally, and politically. The Department will initiate more research on this issue.

Perhaps the most noticeable trend facing the academic communication field is the growth in both the undergraduate and graduate population, and this trend is expected to continue. The Department set a five-year target of increasing undergraduate enrollment 10% by 2003. To achieve this goal will require rebuilding the size of the professorial faculty and maintaining the size of the non-professional faculty. (Appendices K and L.)

Recognizing the importance of teaching, the Department will establish a peer-reviewed system for evaluating teaching as an important component of annual performance reviews. In addition, it will continue to enhance and perfect a previously revised curriculum and ensure students' communication competencies in oral, written, listening, and visual communication. A major goal of the new curriculum was to strengthen the discipline's reputation among undergraduates, challenging them to pursue research-based learning, and that goal is being achieved through a steady growth in the number of students undertaking honors theses and seniors pursuing a thesis option. No doubt the faculty and students will find issues that need fine tuning in the future, and the Department has planned surveillance for those issues.

Several universities have tended to separate communication theory from communication practice, but that separation is beginning to disappear. The Department has made sure it is ahead of the curve on this issue by integrating aspects of a communication curriculum. Also, it intends to provide more experimental education through internships, research opportunities, organizational consultations, and mentoring/teaching. Career counseling will be improved and students' opportunities broadened to fill quality positions in areas such as industry, business, government and politics, nonprofit organizations, research organizations, new communication technologies ventures, international relations and negotiations, marketing organizations. Related to this goal will be the establishment of contacts with alumni who have been out of touch with the Department and the enlistment of alumni support in the education of undergraduate and graduate students.

Progress in graduate education is closely tied to progress in the research area. The Department is starting to produce scholars who will be ready for employment in the top academic programs in the country, but this momentum may be lost in an atmosphere of *decreased* investment in resources for graduate students and with the loss of faculty who can lead them. The Department plans to be the best in a few specific areas of graduate education, building particularly on excellence in the technology and life science areas.

Because communication technology is at the heart of distance learning, the Department will play a leading role in both developing courses and researching learning processes. It will concentrate primarily on the content expertise of the faculty rather than on the technology infrastructure. Building on

the work of its Interactive Multimedia Group, the Department, in conjunction with Extension, expects to be a leader in distance learning.

Cornell has the strongest program in communication of any college of agriculture in the nation, and its Department of Communication wants to keep that rating during the 21st century.

“CHANGING OF THE GUARD”



Professor Royal D. Colle (left) became chairman of the Department on October 10, 1986, and held this position until June 30, 1995. The first chairwoman in the Department's history, Carroll J. Glynn, took over the leadership from July 1995 to August 1998 when she resigned and accepted a post at Ohio State University. Professor Ronald E. Ostman (right) was appointed chairman on August 31, 1998. His number one priority at the beginning of his tenure: restaff a depleted faculty due to resignations and retirements.

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APPENDIX A

Special Press Release

(Issued June 29, 1945)

Ithaca, NY. Creation of a new Department of Extension Teaching and Information to include all the press, publications, radio, and visual aids services, public speaking, and journalism courses of the Colleges of Agriculture and Home Economics at Cornell University, was announced jointly today by Dean W. I. Myers and Dean Sarah G. Blanding, following approval by the University's Board of Trustees. The new set-up takes effect July 1.

Under consideration for several years, and in process of formation for the past several months, the new department combines functions of the former office of publication with new duties heretofore carried on by other offices within the colleges.

The Cornell deans said the new department will serve to coordinate the teaching and information services in agriculture and home economics and will place in one central office responsibility in this field of public education.

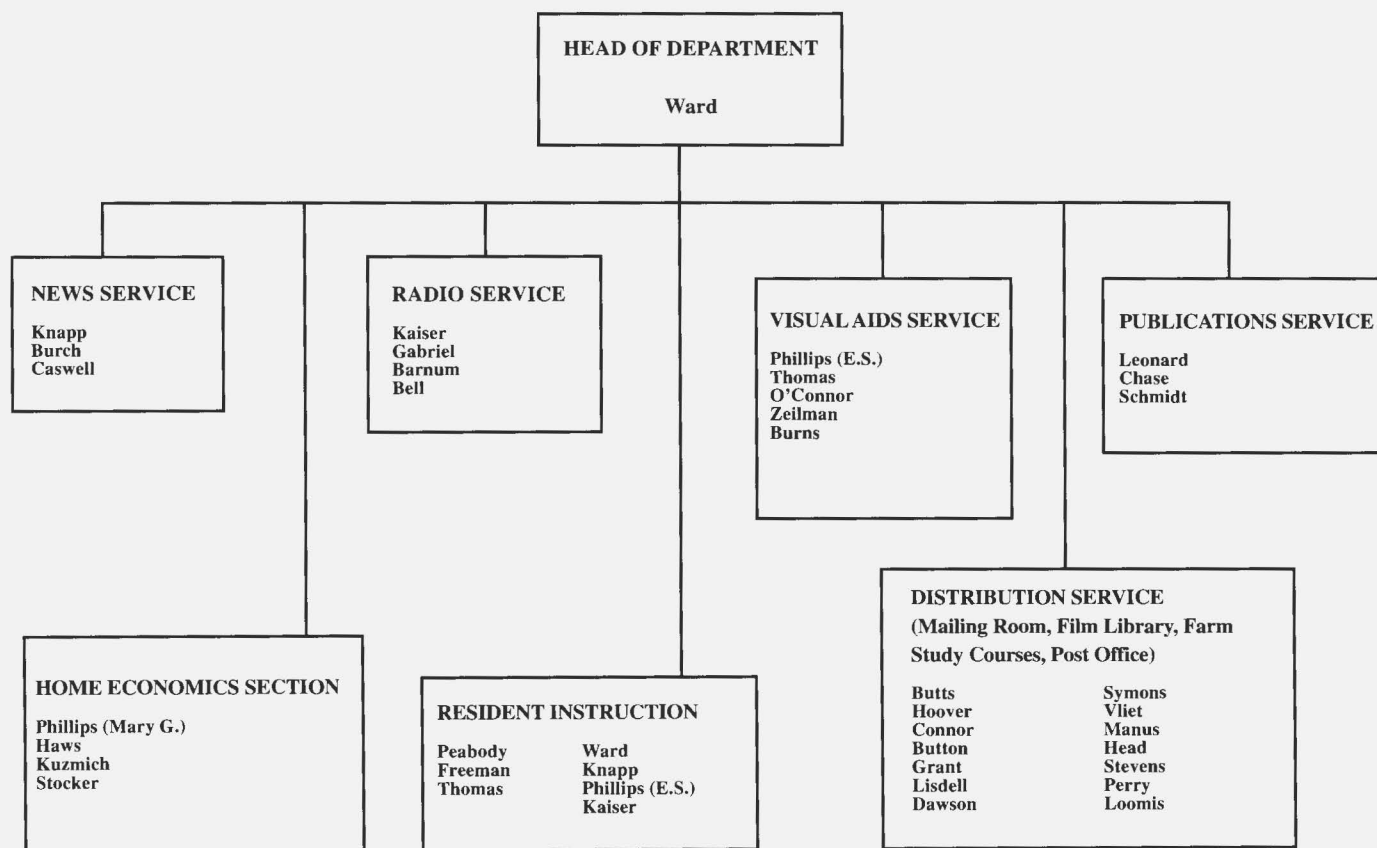
Professor William B. Ward is the Department head and in charge of the over-all management. Mrs. Mary G. Phillips is home economics editor and Prof. G. Eric Peabody is in charge of the department's public speaking courses. Other services in the department will be headed by the following staff members: News Service, Prof. J. S. Knapp; visual aids, Prof. E. S. Phillips; distribution and farm study courses, Prof. G. S. Butts; teaching program, Professors Ward, Knapp, Phillips, and Dorothy W. Thomas; publications editors, Nell B. Leonard, Dorothy C. Chase, and Fatanitza L. Schmidt, assistant editors. Prof. C. A. Taylor, who has been in charge of radio service, will spend full time on expanding the farm location service of the College of Agriculture and in aiding returning veterans and others planning to go into farming. His successor to take charge of radio will be appointed within the next two or three weeks.

Among duties of the new department, according to the deans, will be: to popularize and disseminate to rural and urban people constructive information on agriculture and home economics; to assist specialists and country extension agents in their work with farmers, homemakers, and 4-H club members; to keep the public informed on happenings and important information originating at the colleges; and to teach courses in journalism, oral expression, and other methods of communication for preparing students to work in agricultural, home economic, and allied occupations.

APPENDIX B

First Organization Chart

Department of Extension Teaching and Information (1945)



APPENDIX C

Undergraduate Majors and Number of Students Taught (1993/94 to 1998/99)

Year	Number of Majors	Male	Female	Number of Students Taught
1993-94	268	93	175	3370
1994-95	243	88	155	3446
1995-96	249	92	157	3500
1996-97	280	94	186	3657
1997-98	280	93	187	3691
1998-99	275	91	184	3581

APPENDIX D

Scholarships and Awards

For Majors in the Department of Communication

William B. Ward Communication Scholarship
Women Executives in Public Relations Scholarship
Anson E. Rowe Award
Edward L. Bernays Foundation Award
Chester Freeman Communication Leadership Award
Sheila Turner Seed Memorial Award
Kenneth John Bisset Communication Award
Thomas B. Bush Memorial Award
Birge Kinne Memorial Award

For Majors in the College of Agriculture & Life Sciences

Alfred N. Schwartz Award for Excellence in Agricultural Journalism
Woodford Public Speaking Prize
Eastman-Rice Public Speaking Award
Richard G. Price Award

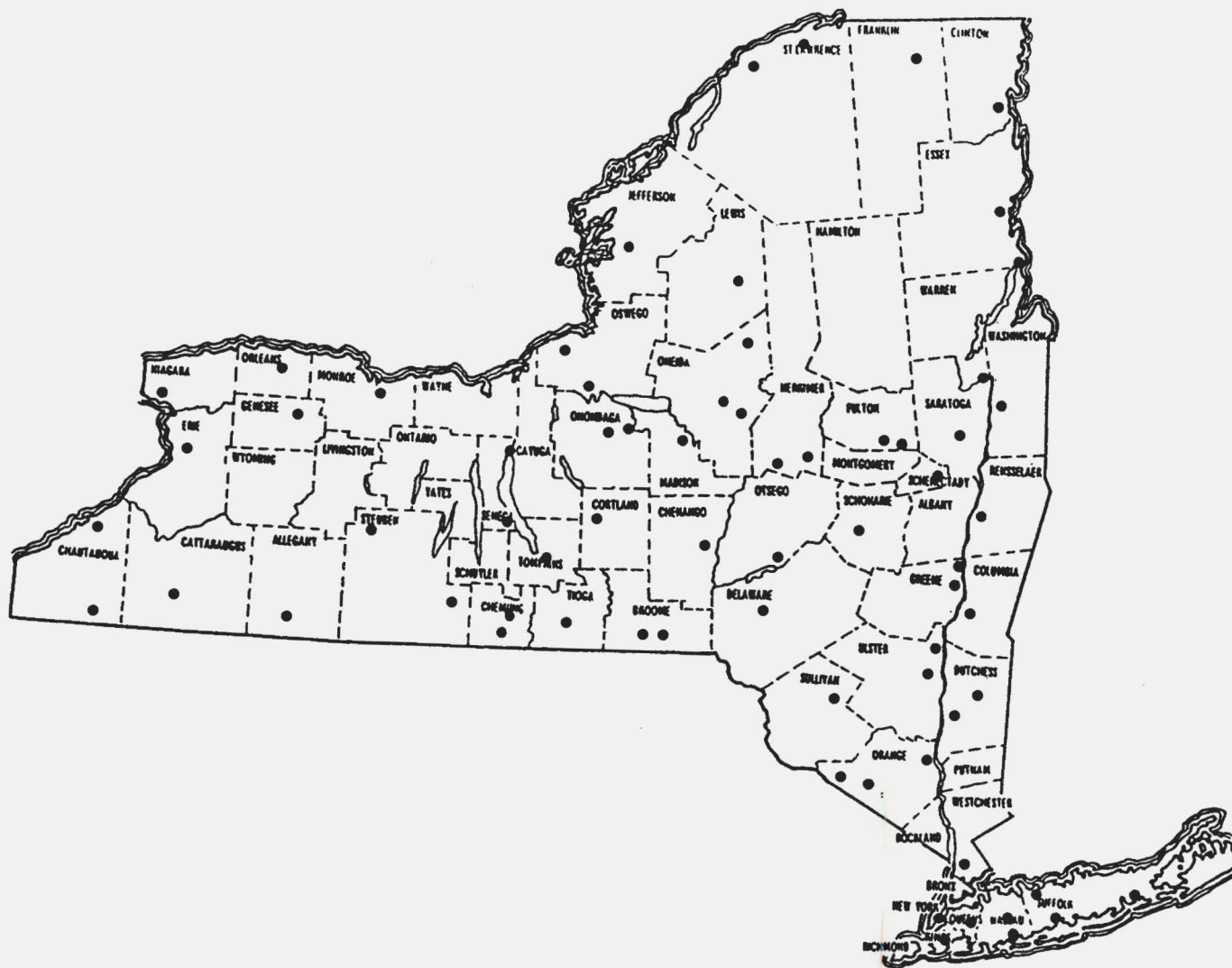
For Campus-Wide Undergraduates

Class of 1886 Memorial Fund
Class of 1894 Memorial Fund Public Speaking Prize
Stansky Prize in Oratory
Barry M. Goldwater Scholarship
Harry S. Truman Scholarship Program
Beinecke Brothers Memorial Scholarship
Morris K. Udall Scholarship Program
Keasbey Memorial Scholarship
James Madison Junior Fellows Program
Mellon Fellowships in Humanistic Studies

For Campus-Wide Seniors, Graduate/Professional Students or Alumni

Winston Churchill Foundation Scholarship
Rhodes Scholarship
British Marshall Scholarship
Luce Scholars Program

Location of Radio Stations Carrying Regular Broadcasts from the Colleges of Agriculture and Home Economics (1946)



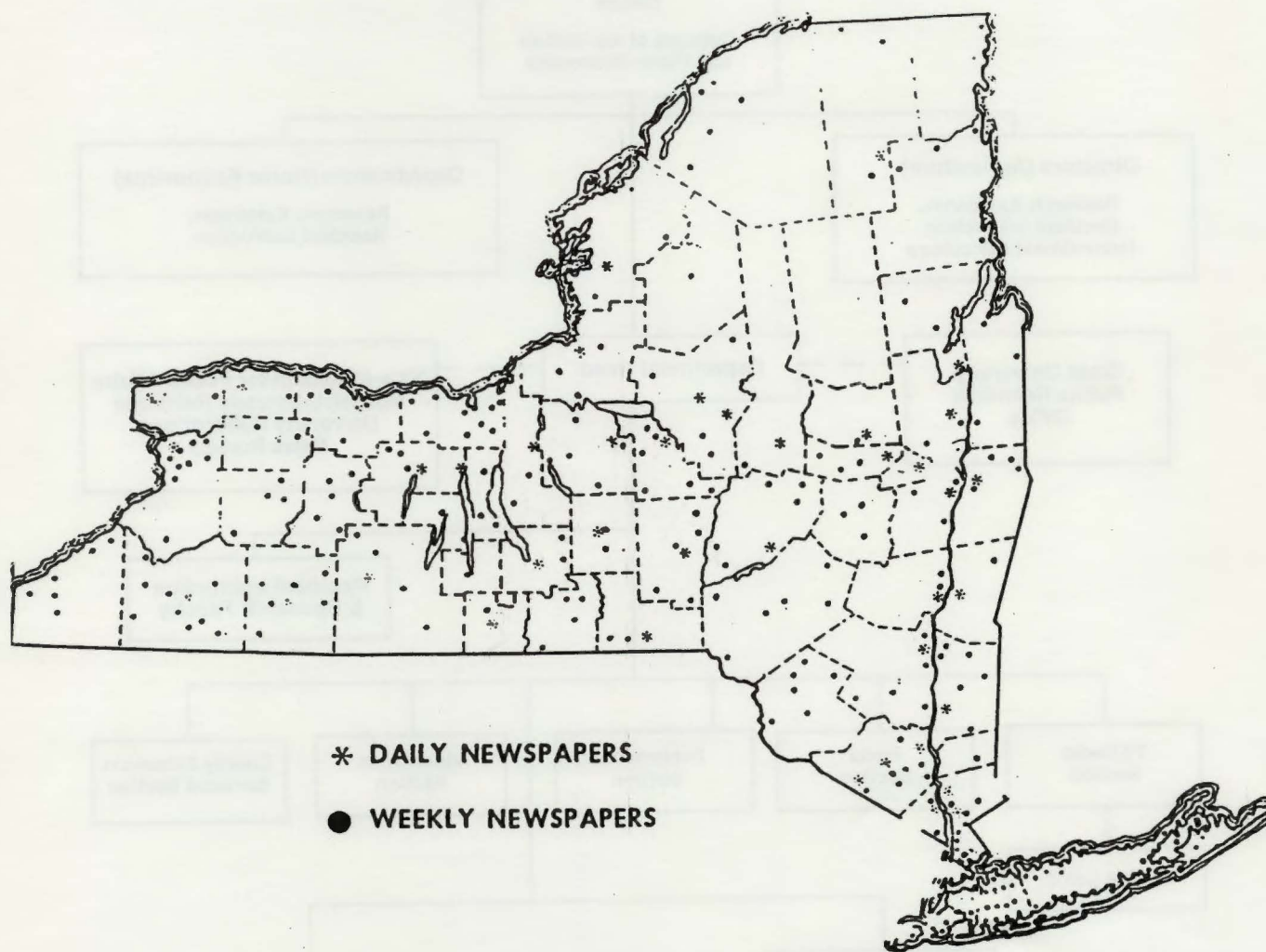
APPENDIX F

New York State Television Stations Using Films and Other Material from the Colleges of Agriculture and Home Economics (1965)



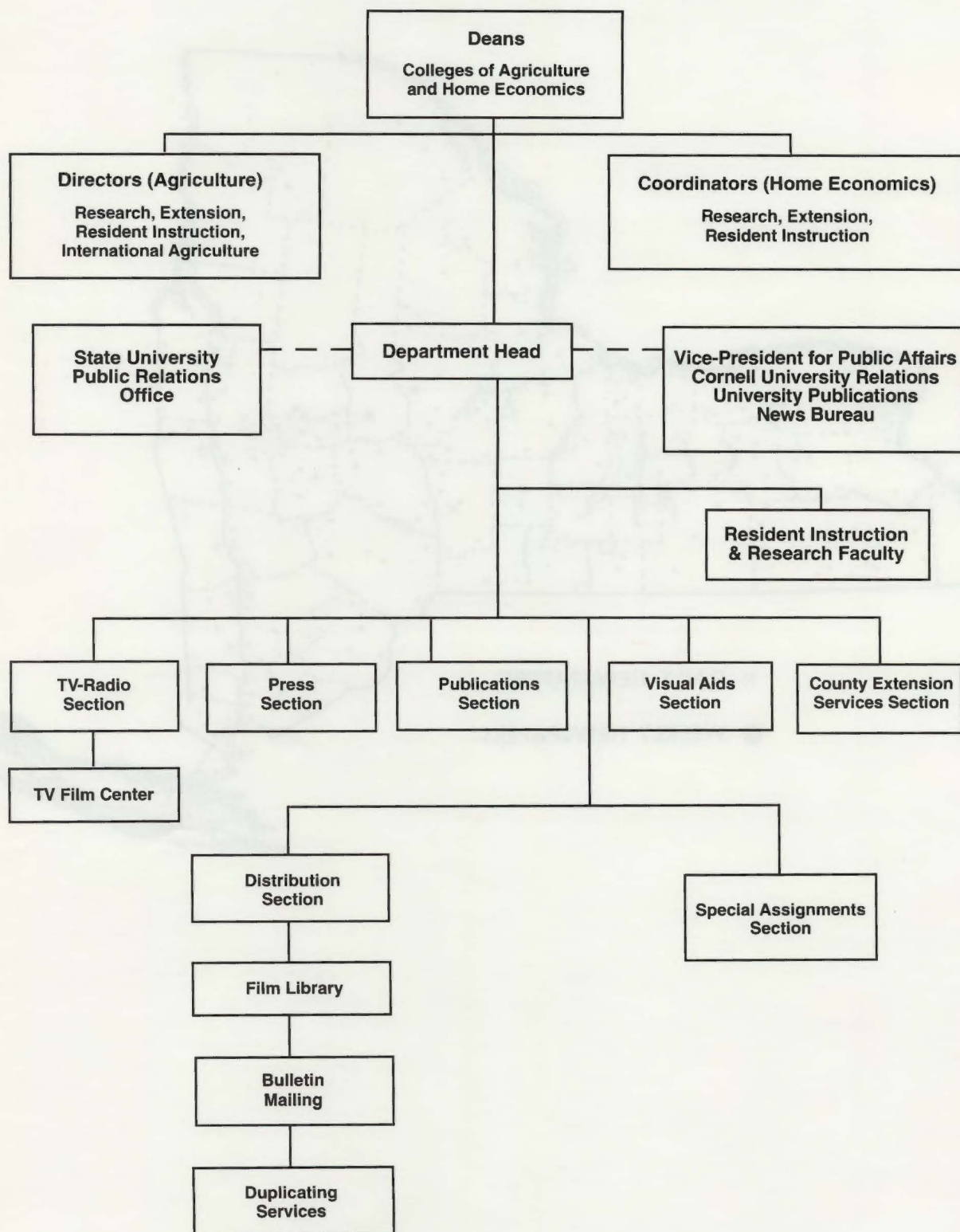
APPENDIX G

Daily and Weekly Newspapers Regularly Receiving News Articles from the
Colleges of Agriculture and Home Economics (1946)



APPENDIX H

Department of Communication Arts Organization Chart (1966)



APPENDIX I

Faculty Links Beyond Cornell (1988)

Academic Professional Associations

Agricultural Communicators in Education
American Education Research Association
American Education Association
Association for Computing Machinery
Association for Women in Communication
Association for Education in Journalism and Mass Communication
International Association for Media and Communication Research
International Communication Association
International Telecommunications Society
National Communication Association
Pacific Telecommunications Council
Society for Risk Analysis
Telecommunications Policy Research Council

Collaboration with Other Educational Institutions

Carnegie Mellon University
Center of Technology Assessment (Germany)
China Agricultural University (Beijing)
Hong Kong University of Science and Technology (China)
Indira Gandhi National Open University (India)
Iowa State University
Michigan State University
Nanyang Technological University (Singapore)
Pennsylvania State University
Stockholm School of Economics (Sweden)
Syracuse University
Tamil Nadu Veterinary and Animal Sciences University (India)
The Electronic Quad: University of Illinois, University of California, University of Arizona,
Arizona State University, University of Kansas
The International Networked Teams for Engineering Design: Michigan State University,
National University of Singapore, Tsinghua University (China), Universitat
Kaiserslautern (Germany), Technische Delft (The Netherlands)
University of California (Berkeley)
University of Khon Kaen, School of Medicine (Thailand)
University of Pittsburgh

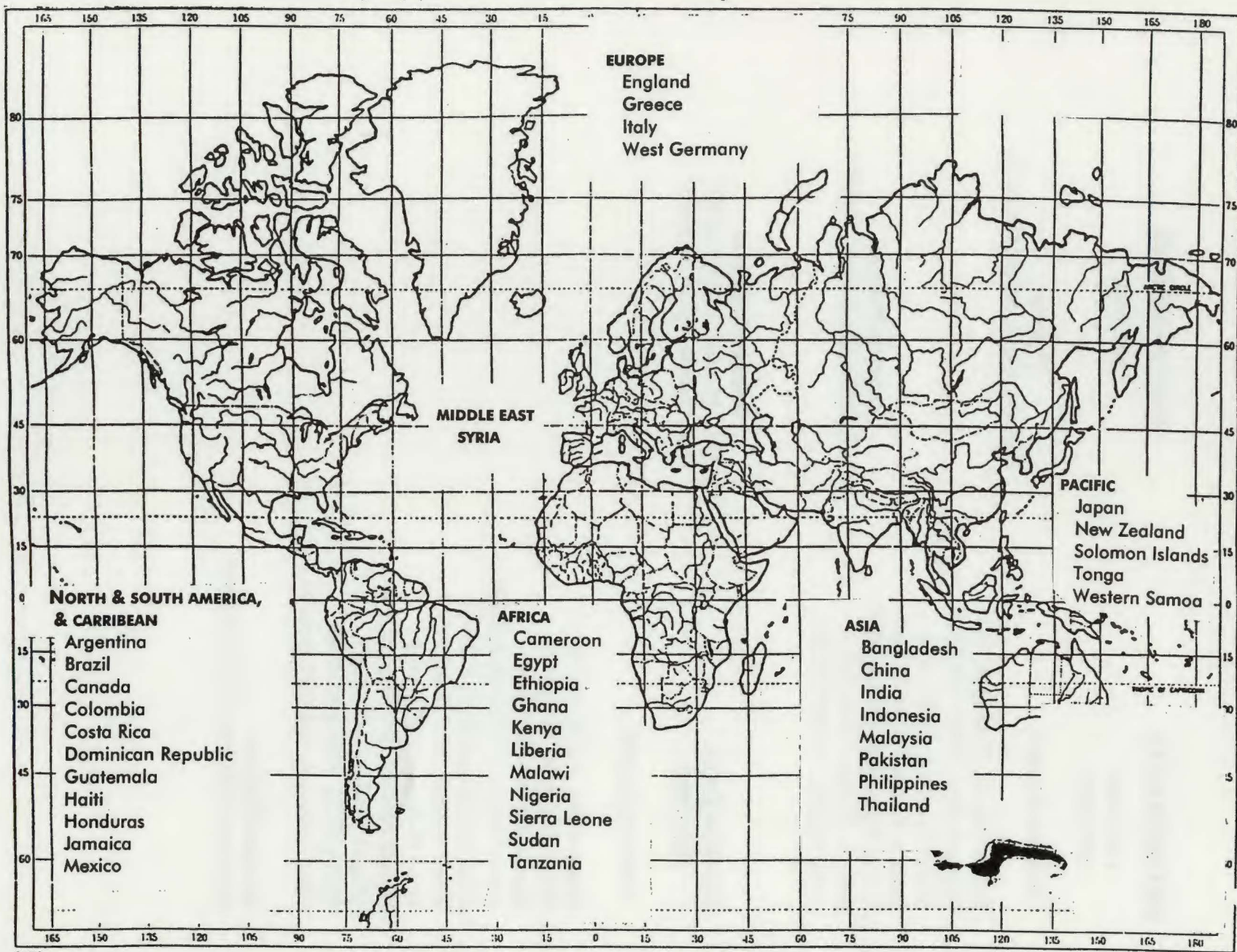
Business, Industry and Government

ADEC, Distance Education Advisory Council
Apple Computer Foundation
Association for Computing Machinery (ACM)
Association for the Development of Computer-Based Instruction Systems
British Museum

Centre National d'Etudes des Telecommunications (France)
Council of Library Resources
GE Foundation
IBM Corporation
IBM-Japan
Ifo Institut (Germany)
INTEL
J. P. Getty Foundation
John Wiley & Sons, Publishers
Mellon Digital Library II Research Council
Mellon Foundation
Museum of Ethnology, Osaka, Japan
National Endowment for Humanities
National Research Consortium, Smithsonian National Center
National Science Foundation
National Synthesis Engineering Coalition
Northeast Center for Agricultural and Occupational Health
Social Science Subcommittee, ESCOP
SUN Microsystems
Textwise
World Health Organization (Switzerland)

APPENDIX J

Locations for Faculty International Activities



Appendix K

Professional Retirements and Resignations

RETIREMENTS

1945-1983

(Deceased)

Professors Emeriti

Bristow Adams, 11/1914-8/1/45

George S. Butts, 1925-7/31/59

Robert Crawford, 9/1/67-6/82

James S. Knapp, 1/1/34-5/15/65

G. Eric Peabody, 10/1/21-6/30/64

Mary G. Phillips, 1931-1949

Victor Stephen, 3/1/68-5/31/83

RETIREMENTS

1968-2000

Professors Emeriti

Robert Ames, 9/1/50- 7/1/73

Njoku Awa, 8/31/72-8/30/95

Royal Colle, 9/1/66-1/1/00

Chester Freeman, 11/21/45-6/30/80

James Lawrence, 10/1/58-5/31/83

Russell Martin, 10/1/49-5/31/83

Elmer Phillips, 9/1/32-7/1/68

Donald Schwartz, 8/18/80-10/7/98

William Ward, 4/1/45-7/1/88

Shirley White, 5/1/71-12/31/96

J.Paul Yarbrough, 12/23/82-10/4/99

Associate Professor

Antoinette Wilkinson, 7/1/58-6/30/90

RESIGNATIONS

1997-1998

Professor

Carroll J. Glynn, 8/16/84-8/31/98

Associate Professor

Daniel McDonald, 8/23/84-9/30/98

Assistant Professors

Alicia Marshall, 7/1/94-1/4/97

Craig Trumbo, 6/1/97-8/10/98

APPENDIX L

Department Staff and Classifications (May 2000)

Department Chair

Ronald Ostman, Professor

Associate Professor

Geraldine Gay

Bruce Lewenstein

Clifford Scherer

James Shanahan, Director
of Graduate Studies

Michael Shapiro

Research Associate

Tammy Bennington

Administrative Manager

Ann Bianchi

Research Support

Helene Hembrooke

Michael Grace-Martin

Business Service Center

Angela Smith, Accounting

Eileen Grant, Accounting

Cheri Woodward, Human Resources

Assistant Professor

Alice Chan

Michelle Campo

Dean Krikorian

Dietram Scheufele

Pamela Stepp

Administrative Assistant II

Lynn Alve

Michelle Cole

Michele Finkelstein

Computer Support

Tim Larkin

Deborah Moore

Sr.Lecturer

Brian Earle

Toni Russo

Ralph Thompson

Linda VanBuskirk, Director
of Undergraduate Studies

Administrative Assistant III

Carol Adomiak

Rebecca Polakow

Lecturer

Kathy Berggren

Lauren Cowdery

Jethro Hayman

Teaching Support

Holly Sisk

APPENDIX M

Selected Bibliography

Bishop, Morris

1962. *A History of Cornell.*

Coleman, Gould P.

1963. *Education and Agriculture: A History of the New York State College of Agriculture at Cornell University.*

Campbell, Ronald F. G.

1969. *Teaching Oral Communication in College.*

Dorf, Philip

1956. *Liberty Hyde Bailey: An Informal Biography.*

Hewett, W. T.

1905. *Cornell University: A History.*

Lee, James Melvin

1918. *Introduction to Journalism in Institutions of Higher Education.*

Mott, Frank Luther

1950. *American Journalism.*

O'Dell, DeForest

1935. *The History of Journalism Education in the United States.*

Reid, Whitelaw

1872. "Schools of Journalism: A Lecture."

Register of Cornell University.

1872-1876.

Rose, Flora and Stocks, Esther H.

1969. *A Growing College of Home Economics at Cornell University.*

Smith, Ruby Green

1949. *The People's Colleges: A History of the New York State Extension Service in Cornell University and the State 1876 to 1948.*

Taylor, Charles A.

Twenty Years of Extension Broadcasting 1925-1945.

Treman, Allan H.

1981. *As I Remember.*

Underwood, Bruce

1967. *The First University Instruction in Journalism.*

U. S. Department of Agriculture

1987. *Final Report of Special Committee Appointed by the Cooperative State Research Service to Review Department of Communication.*

White, Andrew D.

1905. *Autobiography.*

Wingate, Charles F.

1875. *Views and Interviews on Journalism.*

APPENDIX N

Listing of Graduate Student Degrees, Thesis Titles, and Faculty Advisors

Master of Professional Studies (M.P.S.)

Graduates, Advisors, and Special Project Titles

1971-2000

AUGUST, 2000

Leyla Norma Kader (D.F. Schwartz): Organizational Communication and the Cornell University Health Center.

Joel Richard Seligman (C.W. Scherer): Cornell University's Legislative Advocacy Network: Volunteer Lobbying and the Public Relations Process.

MAY, 2000

None

JANUARY, 2000

Matthew B. Wall (D.F. Schwartz): Communication and Organizational Outcomes: A Review of the Empirical Literature on Leadership Communication, Communication Satisfaction, Organizational Commitment, Job Satisfaction, and Productivity.

AUGUST, 1999

None

MAY, 1999

Teryluz Andreu-Gonzalez (P.J. Yarbrough): Communication Audit of a Health Care Organization Undergoing Change: Analysis and Recommendations.

Aimee Dawis (J.P. Yarbrough): The Television Industry as a Social System in Indonesia.

Heather Jean Farquhar (J.P. Yarbrough): An Analysis of Factors that Contribute to Employees' Decisions to Participate in Training.

JANUARY, 1999

Francis Jill Charboneau (G.K. Gay): Teaching a College Level Communication Course Via Asynchronous Learning Networks: A Preliminary Study of Communication Impacts.

Daniel Patrick Cullen (B.V. Lewenstein): Scientific Literacy and Project Pigeonwatch: Evaluation of Citizen Science Programs.

Wen-Yin Hsueh (C.W. Scherer): The Relationship Between Social Climate on Campus and College Drinking.

Yea-Chyi Caroline Kuo (J. P. Yarbrough): A Pilot Study of Taiwanese Media Use.

Heather An Paltz (D.F. Schwartz): Marketing and Public Relations Audits: An Application in the Legal Profession.

AUGUST, 1998

Andrea Arden Calisher (S.A. White): Writing About Communication for South African Professionals: An Exploration of the Process.

Lynnette Pei Lin Cheng (J.E. Shanahan): Analysis of the Corporate Web Site Structure of Petroleum Companies.

Scott Alan Conroe (B.V. Lewenstein): At Their Fingertips: Electronic Mail Use by Cornell University Undergraduates, Emerging Social Norms and Visions of Students, and University.

Jennie Lynne Romney (B.V. Lewenstein): A Rhetorical Analysis of Scientific Articles in Journals and the Popular Press.

MAY, 1998

Candace Jean Atkins (R.E. Ostman): Visual Representation of African-American Women in LIFE, Saturday Evening Post, and LOOK Magazines during 1960-1969 of the Civil Rights Movement.

Tzu-Ting Huang (D.F. Schwartz): Organizational Crisis Communication and Employee Crisis Knowledge Evaluation: A Case Study of a Locally Owned Mid-Sized Hotel in Taiwan.

Cinderella Liao (D.F. Schwartz): The Relationship Between Managerial Feedback and Employee Job Satisfaction in a Service-Based Organization.

JANUARY, 1998

Dominique Brossard (B.V. Lewenstein): Conceptualization and Measurement of Scientific Literacy Among an Educated Population.

AUGUST, 1997

Laura Ann Brown (C.W. Scherer): Prevention of Alcohol Abuse on College Campuses: A Guide for Health Practitioners.

Kimberly Yolanda Ragland (J.P. Yarbrough): A comparison of Northern and Southern Newspaper Coverage of the 1963 March on Washington and the Million Man March.

MAY, 1997

Ernest George Roebuck (J.E. Shanahan): Towards A Systematic Study of Public Opinion Processes; a Topology Representing Paths of Information Between the Public, the News Media and the Elite.

JANUARY, 1997

Adam Michael Chud (C.J. Glynn): Communication Linkages Between the Public and the Supreme Court.

David Michael Booker (R.D. Colle): Profiles of Participatory Programs: Visual Motion Media in Indian Development.

Gary Lee Jones (C.W. Scherer): Crisis Management Strategies for the Collateral Duty Public Affairs Officer (United States Coast Guard).

AUGUST, 1996

- Carol MacKen Dawson (R.D. Colle): Neutralizing Socio-Cultural Barriers to HIV/AIDS Prevention in Cote d'Ivoire.
Elena Dubrovsky (G.K. Gay): Between Art and Social Science: Reflexivity in Postmodern Visual Ethnography.
Jane Alison Greenberg (S.A. White): Documenting Reality: A Look into the Thetorical Strategies and Stylistic Choices in Directing and Producing the Documentary Film/Video.
Atsuko Fujii (R.D. Colle): Impact Measurements for Participatory Attitudes and Behaviors: A Follow-up Survey for a UNICEF Staff Participatory Learning Workshop.

MAY, 1996

- Angela Michelle Kennelly-Bentrim (D.F. Schwartz): Outdoor Experiential Training and Development (OETD) for Improving Communication among Co-workers: Using Communication Network Analysis to Assess Teambuilding.
Joanne Dvorak Hochheimer (S.A. White): A Study on the Applicability of the Participatory Development Communication Model: Cultural Renewal.

JANUARY, 1996

- Freyda Schneider (C.W. Scherer): Designing and Testing Science Messages: One-sided, Two-sided, and "Interactive" Message Formats.
Amy Steed Bibbens (D.F. Schwartz): Communication Training Evaluation and Organizational Communication Assessment in a Small Industrial Organization.

AUGUST, 1995

- Nadine K. Baker (C.W. Scherer): Community Decision-Making and Communication Patterns in an Environmental Risk Controversy.
Jessica G. Barbagallo (G.K. Gay): From Text to Hypertext, From Lesson to Hyperlesson: An Exploratory Case Study.
Andrew J. Sileno (D.F. Schwartz): The Relationship Between Personal and Work Value Congruence and Employee Job Satisfaction in a Service-Based Organization.

MAY, 1995

- Stefanie L. Curylo (D.F. Schwartz): A Descriptive Study of Practitioner Use of Public Relations Research.
Jane Ann Randall (B.V. Lewenstein): An Assessment of Training and Development Needs in Informal Science Learning Environments.
Willy E. Reichenbach (S.A. White): A Descriptive Study of Instructors' Use of and Attitudes Toward Experiential Teaching Methods for Interpersonal Communication.
Lieselott A. Reinhart (D.F. Schwartz): Theoretical Foundation for the Inclusion and Measurement of Organizational Identification and Organizational Commitment Variables in Organizational Communication Audits.

JANUARY, 1995

- Richard H. Cuenca (D.F. Schwartz): Indoor Air Quality: A Risk Communication Manual for Building Owners and Managers.
Howard J. Weitzman (N.E. Awa): Male Managers and Female Subordinates in a Japanese Company: Effects of Stereotyped Attitudes of Women's Role on Performance, Satisfaction, Communication Ratings and Perceptual Congruence.

MAY, 1994

- Yu-mei Chung (J.P. Yarbrough): Exploring Cultures in an Organization from Three Perspectives: A Case Study of a Taiwan Advertising Company.
Debbie Entinger (G.K. Gay): The Internet in Higher Education: A Study Exploring How College Students are Using the Internet.
Jeanne McArdle (M.A. Shapiro): Are Metaphorical Slogans More Persuasive Than Literal Slogans?: An Examination of Aspects of the Interaction Theory of Metaphor in Light of the Cognitive Response Approach to Persuasion.

JANUARY, 1994

- Elizabeth R. Bernat (D.F. Schwartz): An Analysis of Scales Measuring Information Adequacy, Participation in Decision Making and Communication Openness.
Marie Therese Shakra (D.F. Schwartz): The Image of Public Relations Education Among Practitioners: A Communication Planning Study.

AUGUST, 1993

- Stephen Carroll Fadden (R.E. Ostman): Environmental Perceptions and Behaviors of the Kahnawake Band of Mohawks: Native American Responses to Health and Environmental Information.
Alexander Peter Gabriel Nambala (R.D. Colle): The Communication System in Malawi Smallholder Agriculture: A Case Study of Kasungu Agricultural Development Division.
Nancy E. Wax (B.V. Lewenstein): A Conflict of Cultures: An Analysis of the Problems Scientists and Journalists Have Communicating With Each Other and Disseminating Science Information to the Public.

MAY, 1993

- Allison Marie Loperfido (D.F. Schwartz): A Descriptive Study of Electronic Mail Use in an Academic Organization.

JANUARY, 1993

- Mijeong Han (M.A. Shapiro): The Effects of Negative Emotions on Perception and Communication Behavior in a Siting Dispute.
Myung Hoon Hong (R.E. Ostman): Seeking the Missing Mass Media Audience: Toward an Ethnography of Korean Immigrants in Los Angeles.

Jorge M. Morales (R.E. Ostman): Communication During a Disaster: Puerto Ricans' Use of Information Sources During Hurricane Hugo September, 1989.

Michael Kay Oluwole (C.W. Scherer): A Study of the Communication Component of Some Health and Health-related Intervention Programs in Developing Countries.

Jennifer Alcos Songon (N.E. Awa): Deterrents to Participation in Rural Development Programs in Sarawak Malaysia: Identifying Potential Participants.

AUGUST, 1992

Michelle Courtney Berry (C.W. Scherer): What Matters Most in Predicting Health Knowledge: Media Use, Group Participation, Socioeconomic Status or Race Variables?

Anne S. Dziubak (R.E. Ostman): The Role of the Underground Press in Poland, 1976-1980.

Christopher D. Mitchell (S.A. White): Communication Issues in Local Planning: A Case History.

Sharon A. Pilkauskas (C.W. Scherer): Family Decisions About Dietary Fat.

Barbara Ann Seidl (S.A. White): An Application of the Participatory Research Method to a Video Production at a Central American Institution.

MAY, 1992

Sandra J. Felthousen (D.F. Schwartz): A Study of Contingent Innovation Decisions in Organizations.

Heidi Lee Haugen (S.A. White): Barriers to Women's Participation in South Asian and African Development: You Can't Win If You Don't Enter?.

Jyotsna Kapur (S.A. White): Using Video in Extension Work

Joan C. Popovich (D.F. Schwartz): From Participation to Empowerment: Employee Perceptions of Participatory Decision Making and Employee Effectiveness.

Sjafril Salim (R.D. Colle): Communication System for Environmental Policy in Indonesia: The Use of Palapa Satellite Communication System.

Govinda M. Shrestha (N.E. Awa): Building Intercultural Bridges: The Host Program for International Students at Cornell.

JANUARY, 1992

Grasiani G.F. Legowo (R.D. Colle): The BLUE CIRCLE Campaign: A Study of Family Planning Campaign in Kebayoran Lama, South Jakarta, Indonesia.

Stephen M. Masiclat (J.P. Yarbrough): Faculty and Professional Staff Computer Adoption at Cornell University: Implications for Information and Communication System Design.

Simone St. Anne (R.E. Ostman): Improving Program Performance Impact India: A Case Study in Communication for Health Development.

AUGUST, 1991

Prita Chatthoth (S.A. White): The Adaptation of Foreign Students to Life in the U.S.: An Exploratory Study of Indian Students at Cornell and Maryland University.

Julia Regina Fox (D.G. McDonadl): Hype or Substance?: Television's Network's Coverage of the Final Two Weeks of the 1988 Presidential Election Campaign.

Priya Kapoor (R.E. Colle): Facts for Life: A Strategy.

Erik H. Krauss (C.J. Glynn): The Reporting of Presidential Election Public Opinion Polls in Time Magazine: 1933-1988.

Elaine Denise Laughlin (C.W. Scherer): Factors Affecting Attendance at Performing Arts Events: a Survey.

Carol Ann Leslie (B.V. Lewenstein): What Black Non-Editorial Newspaper Managers Think about Upward Mobility.

Chris Robin Pelkie (J.P. Yarbrough): Desktop Publishing in the University: Opinions and Experiences of Professional and Non-professional Publishers.

Priya Suri (S.A. White): Computer Use in an Academic Environment: a 1990 Survey of Cornell University Graduate Students.

MAY, 1991

Richard Andrew Bitner (D.F. Schwartz): A Descriptive Study of the Public Speaking Consulting Industry: Experiential Learning Theory and the Structure of Training.

Rachel Ann Crowe (C.W. Scherer): Computer Software for Agriculture and Veterinary Medicine: A 1998 Survey of Firms Providing Software for Farmers, Veterinarians, Agri-Business, and Ag-Related Professionals.

Babatunde J. Roland May (N.E. Awa): Communicating Agriculture to Rural Sierra Leone: Emerging Patterns from a Case Study.

JANUARY, 1991

Joseph Emanuele Compagni (D.F. Schwartz): Marketing for a Rural Community College: Choice Factors and Sources of Information Among Local High School Students.

Yi-Mei Chen (M.A. Shapiro): The Effect of Novelty and Involvement on Cognitive Responses to Persuasive Messages.

Chansong Da (D.F. Schwartz): Communication Barriers in China-US Business Negotiations.

Michelle A. Gordon (D.G. McDonald): Accuracy of Child and Parent Television Program Report Using the Diary Instrument.

Shalmali Guttal (B.V. Lewenstein): Gender Construction in Representation of Women: An Exploratory Study of Three Contemporary Periodicals.

Sung Chul Han (M.A. Shapiro): American Television and Koreans' Perceptions of the U.S.

Bruce Warren Kahn (R.D. Colle): IDE - A Communication Strategy for Initiating an International Development Education Process Within New York State Cooperative Extension.

Shabnam Virmani (S.A. White): Participatory Communication in Agricultural Research and Extension: An Exploratory Study.

AUGUST, 1990

- Shohini Ghosh (S.A. White): The Concept of Visual Articulation: An Exploratory Study of Video Potential.
- Mitchell Fay (D.G. McDonald): Favorite Programs in Television Comedy.
- Debra L. Peterson (D.F. Schwartz): Marketing the Rural Community College: The Role of Image in a Communication Campaign Context.
- Timothy Ray Jones (S.A. White): the Development and Application of a Participatory Approach to Scientific and Educational Video Tape Research and Production.
- Napoleon Kilates Juanillo, Jr. (C.W. Scherer): Family Communication Patterns and Health Lifestyle.
- Valerie L. Schultheiss (D.F. Schwartz): Communication Satisfaction, Job Satisfaction, Information Adequacy, and Organizational Commitment Among University Faculty.
- Satish K. Kolluri (S.A. White): Participatory Communication and Jurgen Habermas's Ideal Speech Situation: A Critical Analysis.
- Gail L. Wertheimer (G.K. Gay): Attitudes Toward Using Information Technologies in Higher Education: A 1990 Survey of Cornell University Faculty.
- Stephanie Denmark (C.J. Glynn): The Gender Gap in U.S. Political Voting Patterns: A Hypothesis.
- Kent Glenzer (R.D. Colle): Social Variables in the Adoption of Preventive Behavior.
- Cynthia-Lou Coleman (C.W. Scherer): Perception of Risk, Self-Efficacy and Socioeconomic Status in the Information-Seeking Context.

MAY, 1990

- Pradeepkumar Kantilal Patel (S.A. White): Operationalizing a Participatory Message Development Model: An Exploratory Study Using Video in a Development Context.
- Yukie Hori (R.E. Ostman): Japanese Cultural Autonomy and American Impact: Japanese Adolescents' Perceptions Toward Media and Popular Culture.
- Mark D. Sametz (B.V. Lewenstein): The Presentation of Gays in Articles About AIDS Published by Four Upstate New York State Newspapers.
- Tomiko Kodama (R.D. Colle): Rhetoric of the Image of Women in Japanese Television Advertisements: A Semiotic Analysis.

JANUARY, 1990

- Kalpana Srinivasan (M.A. Shapiro): Involvement and Need for Cognition as Determinants of Risk Perceptions: A Cognitive Response Approach.
- Adrianne J. Appel (C.J. Glynn): Respondents' Use, Perceptions and Information Concerning Over-the-Counter Drugs.

AUGUST, 1989

- Randall David Arnst (S.A. White): Participatory Development, Communication, Research, and Video: A Discussion and Exploratory Study.
- Carole Marianne Arwidson (C.J. Glynn): Pluralistic Ignorance and the Third-Person Effect: Impact Upon Media Reliance and Voting Orientation.
- Lavinia Belli (S.A. White): Communication Support for Health Related Activities: The Nicaraguan National Campaign for the Defense of the Lives of Children.
- Debra Ann Breen (D.F. Schwartz): Issues Management and Corporate Public Relations.
- Gianna Rose Hausman (R.D. Colle): A Case Study on Challenge Industries, Inc., With a Focus on Organizational Communication.
- Ronald W. Hess (S.A. White): The Effects of a Hypertext Semantic Network Representative on Learning in Interactive Multimedia.

MAY, 1989

- Seon-Joo Kang (D.F. Schwartz): Communication and Job Satisfaction of Secretarial Staff.
- He Beom Kim (R.E. Ostman): The Image of Korea in Two Leading American Newspapers: 1984 Through 1988.
- Stella G. Hadjicosti (C.J. Glynn): The 1974 Cyprus Crisis in the New York Times: An Evaluative Content Analysis.
- David A. Poland (R.D. Colle): Video Effects on Western Samoan Viewer's Pesticide Knowledge and Attitudes.
- Robert Rieger (J. Condry): Teaching About Television: Measuring the Effects of a Media Literacy Curriculum.
- Jyotika Virdi (D.G. McDonald): The Role of Psychoanalytical Theory in Understanding the Use of Pornography.

JANUARY, 1989

- John Edward Beaty (D.G. McDonald): Mass Media Time Use and the Colonization of Leisure: 1920-1985.
- Tomoko Morinaga (R.D. Colle): Barriers to American Business in Japan.
- Kathleen M. O'Neil (C.W. Scherer): Home Video as a Medium for Adult Education: A Survey and Market Analysis.
- Elvira Elizabeth Sanchez Ruida (R.D. Colle): Applying Video Communication to Educational Programs in Animal Science and International Agriculture.

AUGUST, 1988

- Yun-Chin Chen (N.E. Awa): Investigation of Factors Affecting the Process of Home Computer Adoption in Taipei, Taiwan.
- Geng Cui (N.E. Awa): Intercultural Effectiveness of American Business Personnel on Assignment in the People's Republic of China.
- Sushma Iyengar (R.D. Colle): Communication and Farm Women's Participation in Decision Making.
- Mallika Jalan (R.D. Colle): A Training and Manpower Needs Assessment Protocol for Agricultural Communication.
- Brijmohan Kothari (S.A. White): Integration and Effects of Concept Mapping on Knowledge Acquisition Videodisc Instruction.
- Tai-Yun Liu (N.E. Awa): Media Consumption Patterns, Interpersonal Communication, Cultural Adaption, and Participation Public Affairs: The Taiwanese Students at Cornell University, 1987.
- Jocelyn D. Steinke (C.J. Glynn): Attracting and Sustaining the Interest of Prospective Readers: the Use of Creativity in Science Writing.

MAY, 1988

- Esther Amba Numaba Baah-Boakye (N.E. Awa): Husband-Wife Communication in Family Planning Decisions in Urban Ghana.
Anna Elizabeth Clepper (C.W. Scherer): Conducting A Readership Survey: A Training Module for Cooperative Extension.
A. Ian Cringle (S.A. White): Videotape and Stimulated Recall as an Ongoing Aid in Organizational Communication: A Case Study.

DECEMBER, 1987

- Jeannette L. Bernardo (N.E. Awa): *Job Satisfaction and Race: Effects of Communication Satisfaction and Structural Factors in Work Environment.*
Lois Elizabeth Chaplin (C.W. Scherer): *A Communication Strategy for Cornellians Overseas.*
Cheryl M. Kaplan (C.W. Scherer): New York State Cooperative Extension Agents' Evaluations of the Cornell Cooperative Extension Publication System.

AUGUST, 1987

- Robert Carter Arnold (D.F. Schwartz): Houghton College Alumni Attitude Survey 1986: Images of Their Alma Mater.
Mary Maxon Grainger (D.F. Schwartz): An Investigation of College Admissions Communications, Freshman Expectations of the College Environment, and Satisfaction.
Eileen M. Murphy (D.G. McDonald): The Use and Adoption of Satellite Television by a Community in Baja California Norte, Mexico.
Ma. Lulu Alcasabas Rodriguez (N.E. Awa): An Evaluation of the Communication Component of the Farming Systems Development Project in Eastern Visayas, Philippines.
Janet M. Smith (S.A. White): The Effects of Graphic Highlights and Field Dependence/Independence on Knowledge Acquired Through Interactive Videodisc Instruction.

MAY, 1987

- Jarlath Hamrock (R.D. Colle): A Communication Sketch of Organized Agriculture: The Empire State Council of Agricultural Organizations.
Ana I. Mendez (C.J. Glynn): Information and Perceptions of the Acid Rain Issue in the Adirondacks and Central Ontario.
Jill Lorraine Parker (S.A. White): Conditions Under Which Knowledge Gaps Occur.

JANUARY, 1987

- David J. Weber (N.E. Awa): Lexical Indices of Uncertainty Reduction in Small Group Interaction.

AUGUST, 1986

- Janet Claire Harvey (N.E. Awa): Racist Ideology in Early Twentieth Century Southern Newspapers.
Marilyn L. Janiczek (R.D. Martin): An Evaluation of the Systematic Training for Effective Parenting Program as Used by Cornell Cooperative Extension.
Renu Kanak Pathak (N.E. Awa): A Descriptive Study of the Communication System of an International Rice Research Network.
Russell Schechter (D.G. McDonald): Real Estates, Fantasy Island: Situation Comedies and Life in America.
Michael E. Steele (M.A. deTurck): Cognitive Processing Strategies in Deception: The Utilization of Base-rates in the Formulation of Attributions of Deception.
Edson Eugene Whitney (R.D. Colle): Communication Channels and Networks Used by Resettle Vietnamese Refugees for Gaining Information About Employment and Basic Needs.

JUNE, 1986

- Mohd Yusof Bin Abdullah (R.D. Colle): A Curriculum of Development Communication for Universiti Kebangsaan Malaysia.
Hannelore Grisko (C.W. Scherer): Mass Media and Agriculture Policy Formation: An Inquiry into Agriculture Policy Coverage.
Cynthia Clare Hinrichs (C.J. Glynn): Communication and Trust of Outsiders: The Case of Acid Rain in the Adirondacks.
Jeffrey Allen Miles (D.G. McDonald): A Content Analysis of the Visual and Verbal Elements in Magazine Advertisements.
Deborah Mary Eelen Stanley (C.J. Glynn): An Investigation of the Course Selections of Male and Female Communication Arts Undergraduates 1982-1985.

JANUARY, 1986

- Lisa Rose Lattuca (C.J. Glynn): An Investigation of the Receptivity of an Employee Public to Health Care Benefits Communications.
Jean J. Salter (J.P. Yarbrough): Environmental Attitudes and Behaviors: A Study of New York State Residents.

AUGUST, 1985

- Molly Cummings (R.E. Ostman): Athletes as Ambassadors: Toward Sports as an International Communication Link.
Daw-Yuan Lo (R.E. Ostman): Perception and Spiral of Silence Model: Assessments of Abortion Issue Opinion Distribution.

JUNE, 1985

- Lorna Beavers (R.E. Ostman): Needs Assessment in Nonbusiness Marketing and Communication: Applegate Behavior Station's "Dogs for the Deaf."
Kevin Daniel Flynn (R.E. Ostman): Zapping: Toward a More Discretionary Television Audience.
Carrie Lauranne Shipley (J.P. Yarbrough): The Local Telephone Company and Deregulation: Implications for Information Access in Rural America.
Mallory Brandy Wheeler (J.P. Yarbrough): Farm Computer Diffusion: Factors Associated with Its Process Among New York State Farm Operators.

JANUARY, 1985

- Ellen Marie Boylan (R.D. Colle): The Videotape French Culture Assimilator.
Magdy Adly Hashad (R.D. Colle): Decentralization for Family Planning Communication Programs.

Ariff Bin Kassim (R.D. Colle): Small Agricultural Unites as Communication Links Between Farmers' Organizations and Their Members: A Case Study in Malaysia.

Michael Tolomeo (S.A. White): Influence of Audience Variables on the Meaning and Appreciation of Special Effects in Small Formal Video.

Yuriko Shoji Yamashita (R.D. Colle): Communication Aspects of Haitian Migrants' Adjustment in a Rural Community.

AUGUST, 1984

Brian B. Feeney (N.E. Awa): Communication Behaviors Relating to Psychological Responses to the Threat of Nuclear War.

Tomoko Nakagawa (N.E. Awa): A Study on Evaluative Reactions of Americans Toward Varying Degrees of Accentedness in the Speech of Japanese Speaking in English.

Gossa Tsegaye (S.A. White): Attitudes of Community Leaders Toward Public Access: A Strategy for More Participation.

MAY, 1984

Loretta Ann Hicks (R.E. Ostman): Secretaries' Beliefs and Attitudes Toward Office Automation.

Joseph Martinez-Huarneck (R.E. Ostman): Mass Media Time Use and Attitudes Among New York City Hispanics.

Catherine Mary Paolangeli (R.D. Colle): Home Telecommunications and the Financial Service Industry.

Freda Ann Ramey (R.E. Ostman): Video Use for Empowerment by a Mental Health Advocacy Group: A Case Study.

JANUARY, 1984

Jennifer Ann Battle (R.E. Ostman): Beyond the Intra-Individual Level of Analysis: Influences of Formal Groups on the Drinking Behavior of College Students.

Sandra Michelle Brown (R.D. Colle): A Guide to Effective Visual Communication with Populations in Developing Countries.

Mary Rosaire Marlina (R.E. Ostman): Selected Newspaper Coverage of the Hudson River PCB Dispute.

AUGUST, 1983

Daniel J. Cummings (R.E. Ostman): Weather Information Needs and Media Services Evaluated by Upstate New York Farmers.

Saneya Abdel-Fattah Raouf El-Galaly (D.F. Schwartz): Manager-Employee Communication: A Needs Assessment for Communication Training.

Milan L. Rodrigo (N.E. Awa): A Communication Study in Relation to Water Management in Gal Oya Irrigation Project, Sri Lanka.

MAY, 1983

Ida Ann Collins (N.E. Awa): Communication and Development in Belize.

Lisa St. Clair Harvey (S.A. White): Effects of Changing Telecommunications Technology on Production and Distribution Opportunities for Minority and Independent Film and Video Producers.

Leigh E. Knopf (J.E. Lawrence): Perspectives on Corporate Communication Strategies in the Context of Environmental Issues.

Cynthia Leone Scheibe (R.E. Ostman): Character Portrayals and Values in Network TV Commercials.

JANUARY, 1983

Joseph Patrick Daly (R. E. Ostman): Using the Simulation-Gaming Method to Train Elected Public Officials: An Experimental Pretest.

Telma Nkem Iwowo (N.E. Awa): Audience Perceptions of the Attractiveness and Persuasiveness of Modern (Television) and Traditional (Ajasco) Advertising Systems in Lagos, Nigeria.

Michael Don Veley (J.E. Lawrence): A Communication Strategy for the Dissemination of Consumer Information Via Electronic Media.

AUGUST, 1982

Anjuwon J. Akinwande (N.E. Awa): Survey of Media Use Patterns and Information Sources Value Orientation of Dairy Farmers, North Country Region of New York State.

Maria Luisa Bondonno (N.E. Awa): The Use of Radio as a Communication Strategy for Increasing Students' Awareness of Cornell's Psychological Services.

Anita Patricia Chirco (J.E. Lawrence): Communication Needs and Strategies for a Small College Continuing Education Program.

Chung-Wen Lee (N.E. Awa): The Effects of Mother Tongue Language Newspapers on New York Chinatown Residents' Traditional Beliefs and Feelings of Alienation.

Vern M. Williams (C.H. Freeman): An Ecology of Photographs - A Core Curriculum for the Study of Still Photography Imagery in a Communication Context.

William Hazaiah Williams III (R. Bruce): A Teacher-Oriented Study Focusing on Cultural and Linguistic Aspects of Black English.

MAY, 1982

William S. Altman (S.A. White): Interactive Computer Simulation: Exploration of a New Medium for Training.

Lauralee V. Howley (Smith) (S.A. White): A Strategy for Communication with School Group Tours at Longwood Gardens.

Karen B. Klein (R.E. Ostman): A Profile of Performing Arts Consumers in Geneva, New York.

Jennifer G. Millar (S.A. White): Ontario Communicator Training Needs Analysis.

Maureen P. O'Hanlon (S.A. White): A Needs Assessment of Cooperative Extension Agents and Its Implications for an Information Package on Ground Water Contamination.

Elizabeth F. Owens (D.F. Schwartz): An Instructor's Sourcebook for Studying Visual Communication.

JANUARY, 1982

Charlene F. Baxter (S.A. White): A Feasibility Study: Delivering Cooperative Extension Via Cable Television.

Kenneth J. Frey (S.A. White): The Comparative Efficacy of Two Video Based Discipline Training Modules.

Christine A. Hollis (R.D. Colle): *Feedback Channels in a Community Development Program: A Case Study.*
Mary J. Richards (S.A. White): *Rural Residents' Relationship to Technology: A Model for a Community Communication Center.*
Robert C. Roe (N.E. Awa): *News Content and Terminal Value Preferences of Gatekeepers and Readers of the Ithaca Journal.*
Nancy L. Smith (S.A. White): *Communication Needs Assessment Through Video.*
Cheryl D. Woodruff (N.E. Awa): *Communicating with the Disadvantaged: An Exploratory Study.*

AUGUST, 1981

Delisa Kay Saunders (N.E. Awa): *Image and Reality: The Impact of Media Stereotypes on the Group Identity of Black Adolescents.*
MAY, 1981

Christine Suzanne Osbahr Bingham (N.E. Awa): *Commuter Airline User Image.*
Lorna Elaine Clarke (N.E. Awa): *The Jamaican Sugar Workers Co-operatives: A Communication Study.*
Sharon Cotanche (R.D. Martin): *The Role of Communication in the Use of Natural Resource Inventories.*
Jennifer Ortiz (S.A. White): *Psychological Sex-Type, Androgyny, and Self-Reported Communication Behaviors in Women Managers: An Exploratory Study.*
Tim Sullivan (R.D. Colle): *Towards a Marketing Orientation for U.S. Coast Guard Public Affairs.*

JANUARY, 1981

Kathryn Ann Corgel (S.A. White): *A Strategy to Improve School-Community Relations for the Ithaca School District.*
Joyce Ann Fey (S.A. White): *The Effects of Personality, Sex and Learning Style on Nonverbal Sensitivity.*
Elaine Lewis (S.A. White): *Visual Literacy and a Science for Human Visual Communication: Toward Definition and Evaluation.*
Ketaki Sheth (R.H. Crawford): *The Delhi School Television Project: A Proposal to Increase the Usefulness and Utilization of Its Telecasts.*

AUGUST, 1980

Peggy Lynn Koniz (S.A. White): *A Communication Strategy for the Promotion of Breastfeeding in Guatemala.*

MAY, 1980

Howard Stanley Cogan (V.R. Stephen): *The CALLER/Ithaca Demonstration Project.*
Jennifer Alison Davis (R.H. Crawford): *A Strategy for Encouraging Breastfeeding in Hospital Maternity Wards.*
Geraldine Kerry Gay (S.A. White): *The Use of Video as an Intervention Tool in an Issue-Oriented Community Conflict.*
Sharon Butcher Jones (R.D. Martin): *Community Integration and the Social Service Agency (A Survey of Tompkins County Professionals and Laymen Regarding Their Awareness and Use of Services Offered by Suicide Prevention and Crisis Service (SPCS)).*
Robert Richard Julian (S.A. White): *Declining Enrollment in Vocational Education Programs at Tompkins-Seneca-Tioga Board of Cooperative Educational Services (BOCES): A Communications Strategy to Stimulate Interest and Enrollment.*
Margaret Lark Russell (J.E. Lawrence): *Newzines: A Changing Medium for a Decade of Change.*
Pamela Lee Stepp (S.A. White): *An Analysis of a Small Group Problem in Today's Business World.*
Cynthia Enid Willis (R.D. Colle): *Meeting Communication Training and Support Needs of Guyana Agricultural Extensionists.*

JANUARY, 1980

Mahyuddim Syam (W.B. Ward): *Communication Strategies in Disseminating Research Findings from Indonesia's Central Research Institute for Agriculture.*

Marilyn Blain Wood (S.A. White): *The Ithaca Hands-on Media Literacy Project.*

AUGUST, 1979

Lucia Ann Libretti (R.D. Colle): *The Production of a Radio Series: Learning the Non-smoking Habit.*
Matthew Howard Shulman (S.A. White): *Producer Attitudes and Intra-Organizational Communications in Dairylea Cooperative.*

MAY, 1979

Craig Edwin Jud (V.R. Stephen): *Public Relations and the United States Coast Guard.*
David Edward McCraw (J.A. Barwind): *Communication and Change: An Exploration in the Application of Theory.*

JANUARY, 1979

Helen Lynn Taylor, (R.D. Colle): *The Farm Wife's Influence in the Inter-generational Transfer of the Farm.*

AUGUST, 1978

Elizabeth Marie Pienkos (C.C. Russell): *Who's in Charge Here? Some Strategies Used to Influence Television Programming.*

MAY, 1978

Janet Ritchie Smith (V.R. Stephen): *A Communication Strategy for the Introduction of Journeyman Upgrading into the Army Corps of Engineers, Facilities Engineering Directorate.*
Stormy Thomas William Hicks (R.D. Colle): *A Communication Strategy to Publicize the Naval Science Institute Phase of the Naval Reserve Officer Training Corps Program.*

JANUARY, 1978

Gabriel Oluranti Dada (R.H. Crawford): *Communication Strategies for Bringing Forestry Information and Research Findings to the General Public in Nigeria.*

Sylvia Annette Walters (R.D. Colle): *Development of an Evaluation Tool for the Department of Communications of the Agricultural Extension Service in Mexico.*

AUGUST, 1977

Linda Camp (S.A. White): *A Communication Strategy to Increase Public Participation in Public Access Television.*
L. Van Crowder (J.A. Barwind): *Development and Evaluation of an Instructional Unit to Teach Basic Concepts and Skills of Photography.*

Elsie Fanger (J.A. Barwind): Social Service - A Communication Link.

Beverly Hammons (N.E. Awa): A Module for Urban Health Centers Contemplating the Use of Open-Access Mediated Patient Education.

Ghulam Sattar (R.H. Crawford): Communication Strategies Evolved for Promoting Rural Development in the Comilla Project, Bangladesh.

David Stimpson (R.H. Crawford): Planning Communication Activities for a Population Program in Agricultural Asia.

MAY, 1977

Lois Julie Hene (R.D. Colle): A Communication Strategy to Implement the Emigration of United States Citizens to Israel.

David Garrett Way (S.A. White): A Report: Using Video in the Classroom and Community.

JANUARY, 1977

Robin Lee Whittlesey (R.D. Colle): A Module for Communication Training.

AUGUST, 1976

Linda Berk (C.C. Russell): A Descriptive Study of the Internal and Public Communication Processes Used by North Campus Union.

Eleanor Margaret Brown (W.B. Ward): Feedback: An Analysis of Its Importance and Potential Impact on Internal Publications.

Rosario Victoria Holcombe Cervantes (C.C. Russell): Comics as Educational Material for Breastfeeding in the Southern Tagalog Region of the Philippines.

Steven Kearl (J.A. Barwind): American Agricultural Readership Survey.

Ann C. Garretson Marshall (R.D. Colle): Making the Most of Your Mobile Home Money: A Communication Program for Rural Low Income People.

JUNE, 1976

Lise Bang-Jensen (R.D. Colle): "Upcoming Choice" A Newspaper Series Designed to Encourage Reader Participation.

Maria Susana Fernandez de Colle (W.B. Ward): The Pila Project: A System for Communicating Nutrition and Health Information to Women in Rural Guatemala.

Rosemary Gallick (R.D. Martin): Communication Strategies of the Exhibition "Workers and Allies."

Jane Esther Gould (S.A. White): The Corporate Image as Communication: A Case Study in Newspaper Imagery.

Junko Tsunashima (R.D. Colle): "Women With a Past" - A Radio Series Designed to Promote Positive Female Roles Through a Broadcast Medium.

JANUARY, 1976

None

AUGUST, 1975

Lynn Frances Dickey (S.A. White): A Communication Workshop for the New York Association of Long Term Care Administrators.

Chiranjibi Kumar Karmacharya (R.H. Crawford): Communication Strategies for Updating Agriculture Extension Junior Technical Assistants of Nepal.

JUNE, 1975

Constance Coburn Adams (R.D. Colle): Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension.

Evelyn Marie Riley (H. Kim): Follow-up Materials for Functional Literacy Programs in Nigeria.

LeRoy Charles Rowland (C.C. Russell): Administrator's Handbook for Implementing "Communities in Transition," A Teen Program in Understanding the Local Community Decision-Making Process.

Vivian Claire Law Thomas (C.C. Russell): A Survey of Opinion Leaders in the Tri-Cities Area Concerning Hospital Attitudes and Media Source Preferences.

JANUARY, 1975

Charles Edward Shepherd (R.D. Colle): Revamping the Volunteer Training Program for the Cook County Juvenile Court.

AUGUST, 1974

Cynthia Pruyn Green (J.A. Barwind): Exploring Role Options with Teenage Girls: A High School Women's Studies Curriculum.

Davendra Nath Issar (R.H. Crawford): Communication Strategy and Operational Plan for Popularizing Small Family Norm Among the Low-Income People of the City Zone of the Delhi Municipal Corporation, India.

Constance Jeannette Malach (R.D. Colle): The Medical Mystique: Conversations on Female Health.

William James Silberman, Jr. (J.A. Barwind): Production of an Instructional Television Unit on Organizational Communication with Emphasis on the Student as a Source of Formative Information.

JUNE, 1974

Michael S. Lasky (J.E. Lawrence): Consumer Journalism: The Reporter in the Marketplace.

Roann K. Levinsohn (J.A. Barwind): The Creation of Two Intercultural Communication ITV Modules for Communication Arts 200.

Tse-Hwei Shen (W.B. Ward): Communication Strategy for Increasing Pollution Awareness Among School-age Children in Taiwan.

Sulaiman Haji Mohd. Yassin (R.H. Crawford): A Strategy for Using Audio-Cassette Technology for Rural Development in a Malaysian Mukim.

JANUARY, 1974

Hector G. Coward (R.H. Crawford): Suggested Model of a Christian Communication System to Help Promote Modernization in Jamaica.

James Phillip Jeter (R.D. Colle): Black Oriented Radio: An Audio Documentary.

Sandra S. Lippman (R.D. Colle): The Use of Cassette Recordings as a Means of Communicating with Low Income People.
Reynaldo Pareja (J.A. Barwind): Children Learn Whether or Not We Teach Them.

AUGUST, 1973

Gary L. Gerard (J.A. Barwind): Development of a Video Teaching Module on Non-Verbal Communication.
David J. Griffin (J.A. Barwind): Development of a Multi-Media Teaching Module on Conflict Resolution.
Toni M. Russo (J.A. Barwind): Development of a Course in Non-Verbal Communication.
Martin Sennett, Jr. (J.A. Barwind): A Study of the Academic and Social Adjustment of Transfer Students in the New York State College of Agriculture and Life Sciences.
Elynor A. Williams (R.H. Crawford): Development of a Nutrition Communication Module for Low Income Pregnant Black Teenagers.

MAY, 1973

Jill Butts (J.A. Barwind): An Evaluation of Attitude Change as a Function of CA200.
Nancy B. Cole (C.C. Russell): Northeast Wildlife Quarterly.
George Ray (J.A. Barwind): Test of Brehm's Theory of Psychological Reactance.
Elizabeth Sachter (J.A. Barwind): A Study of the Juvenile Justice System from a Communication Perspective.
Ann Wintriss (J.A. Barwind): Survey of Human Ecology Forum.

JANUARY, 1973

Dario Restrepo (R.H. Crawford): Strategies for Use of Mass Media in Rural Development in Colombia.
Alice P. Walsh (J.A. Barwind): Ithaca's Library Learning Center Program for Elementary Schools: An Evaluation for Multi-Media Presentation.

AUGUST, 1972

Ronny Adhikarya (R.H. Crawford): The Intensification of the Communication Strategies in Family Planning Programs in Rural Java: With an Emphasis on the Use of Traditional Communication Networks.
Beverly Lederman (R.D. Colle): The Use of Instructional Video Tapes to Train Nutrition Aides.
Wayne H. Reynolds (R.D. Colle): Increase of Support for Campus Ministry in Kansas.
Elliott Saltman (J.A. Barwind): The Effective Use of Humor in Communication.
Howard Story (R.D. Colle): Television Programs for the Overlooked Audience.
Georgette C. Wang (R.D. Colle): A Plan for Improvement of Communication Between Chinese Students in the United States and People in Taiwan.

MAY, 1972

Margery M. Edwards (C.C. Russell): The Home Economics Teacher as Communicator.
Donald E. Treadwell (V.R. Stephen): A Comparative Study of Farm Information Sources in Two New York State Counties.

DECEMBER, 1971

Rev. William B. Aliprandi (J.A. Barwind): Development of a Course in Mass Media for Education and Training of Catholic Clergy in Australia.

Michael Barrett (R.D. Colle): Develop Curriculum/Courses/Materials Concerning Canadian Mass Media.

Eleanor Glaessell (R.D. Colle): Beliefs, Channels, and the Family Planning Message: Dominican Republic.

AUGUST, 1971

Philip P. Allen (C.C. Russell): A Descriptive Survey of 10th Grade Public School Students in New York State as to Informational Levels and Attitudes of Floriculture and Ornamental Horticulture.

Brian O. Earle (J.A. Barwind): An Experimental Investigation of the Inter-Relationship of Three Modes of Dissonance Reduction.

JUNE, 1971

David K. Bandler (C.C. Russell): Development of a Course on Communication for Food Science Majors at Cornell.

Master of Science (M.S.)

Graduates, Advisors, and Theses Titles

1991-2000

AUGUST, 2000

Jessica Lee Joines (C.W. Scherer): Exploring Motivations for Consumer Web Use and their Implications for E-Commerce.

Raul Roman (R.D. Colle): Towards A Training Framework for Telecenter Management: A Case Study in South Africa.

MAY, 2000

None

JANUARY, 2000

None

AUGUST, 1999

Nina Hofman (J.P. Yarbrough): Ethnic Interest Groups and Public Diplomacy: A Communication Study of U.S. Serb and Croat Interest Groups During the Balkan War.

MAY, 1999

Shyama Sosamma Kuruvilla (R.D. Colle): Contrasting Contexts: Rural Women, Public Health Programs, and Communication for Change.

JANUARY, 1999

Lisa Marie Pelstring (J.E. Shanahan): Stakeholder Outreach and Citizen Task Forces: An Examination of the New York State Department of Environmental Conservation's Public Participation Efforts Relating to Deer Management.

AUGUST, 1998

Reece Gil Darham (D.F. Schwartz): Self-Concept and Communication Apprehension: A Relational Study.

Tameron Marie Hulbert (C.W. Scherer): Cornell Cooperative Extension In-service Education: An Evaluation of Methods and Preferences for Satellite and Face-to-Face Programs.

Erik Nielsen (S.A. White): Inter-Institutional Collaboration in Central America Daring to Share: Networking for Social Capital Development.

Vani Marion Radhakrishna (C.W. Scherer): Building a Better Message: Using the Elaboration Likelihood Model to Increase Active Processing of Persuasive Health Messages.

Gabrielle Marie Sandor (J.E. Shanahan): Participatory Propaganda in the Persian Gulf: War, Rhetoric, and the Presidency.

MAY, 1998

Bruce Norman Smith (J.P. Yarbrough): Computer Use and the Information Worker: A Test of Marc Porat's Categories by Computer Use.

AUGUST, 1997

Karen Michelle Bowdre (J.E. Shanahan): Television Viewing and Race: Are Equivalent and Representative Populations Being Compared?

Christopher Stewart Jaffe (C.W. Scherer): The Risk Communication Fear Appeal: An Evaluation of the Effectiveness of Efficacy Information and Fear-based Images Under the Extended Parallel Process Model.

Katherine Joan Karriker (R.D. Colle): Development Communication and Continuing Education in Honduras: Barriers to the Promotion of Health Behaviors.

Michael Drew Lynn (B.V. Lewenstein): Influence of Personal Experience and Social Factors on Belief in ESP.

Mads Norgaard Stenbjerre (C.J. Glynn): A Social Categorization Model of the Third Person Effect in Mass Communication.

Susan Jessica Watkins (A.A. Marshall): The Utility of the Health Belief Model in Predicting Young Adults' HIV Preventative Behaviors.

MAY, 1997

Peggy Regina Odom (D.F. Schwartz): An Examination of the Outcome Values of Mentoring Relationships for Women, Minorities, and Disabled Lawyers in the United States.

JANUARY, 1997

Trina Latice Gallop (J.P. Yarbrough): Global Africans: A Content Analysis of Pan-African Issues as Reported in Contemporary African American and Ghanaian Newspapers.

Anna Zalik (J.E. Shanahan): North American Constructions of African Food Crises: A Study of Canadian and American Press Coverage and Development Social Movement Discourse on the Southern African Drought of 1992.

AUGUST, 1996

Kirsten Ann Boehner (G. Gay): Developing a Theory of Efficacy: The Role of Learning Conversations and the Use of Computer Mediated Communication.

Margot Charlene Moody (J.P. Yarbrough): The Influence of Culture on Managerial Communication Behaviors: A Study of Five African Country Offices of an International Organization.

MAY, 1996

Gregory William Shrader (A. Marshall): Teacher-Student Interaction: Can Interactive Courseware Modules Promote Inquiry Learning.

ShuChen Wu (J.P. Yarbrough): Adoption and Use of Computer Networks in the Academy: A Study of Cornell University Faculty.

JANUARY, 1996

Tamaki Yamamoto Mizuno (J.P. Yarbrough): Japanese Sojourners in the New York Metropolitan Area: The Relationship of Domestic and Ethnic Media Use and Assimilation to American Culture.

AUGUST, 1995

Colleen Flynn Thapalia (N.E. Awa): Modeling Local Development Processes: The Role of the Community Development Field Worker in Nepal.

Russell Brannon Underwood (N.E. Awa): Foreign News at Home: A Comparative Analysis of British and Nigerian Press Coverage of International News.

MAY, 1995

Hilary Rachel Altman (N.E. Awa): Children in the Supermarket: Consumers and Communicators.

James Michael Dumas (C.J. Glynn): An Individual Group Membership Model and Computer Simulation of Public Opinion Formation and Change.

Julian Albert Kilker (G.K. Gay): Dimensions of Communication Privacy and International Computer Network Design.

Sharon Sue Kleinman (D.G. McDonald): A Case Study of Discourse Patterns in an Undergraduate Calculus Class.

David Louis Schliecker (M.A. Shapiro): Children's Interpretation of the Verbal Content of Television Toy Advertisement.

Amanda C. Sturgill (J.P. Yarbrough): Predictors of Computer Network Adoption and Use: A Study of Cornell University Freshmen.

Noni Korf Vidal (G.K. Gay): Experimental Image Taxonomy: An Inquiry into Spontaneous Image Organization

JANUARY, 1995

Ling-Hui Hsu (J.P. Yarbrough): The News Coverage of China and Taiwan in the New York Times, 1949-1994: The Press Foreign Policy and Sino-American Relations.

Su-mei Yen (J.P. Yarbrough): News Media Exposure, Personal Experience and Opinions of Three Far East Countries: An Agenda-setting Study.

AUGUST, 1994

Manuela Renate Kis (M.A. Shapiro): Question Attractiveness and Respondent Need for Cognition as Factors in Response Order Effects in Attitudinal Survey Questions.

Michelle Julia Mattrey (N.E. Awa): The Effects of Prior Experience, Learning Approach, and Demographics on Speech Communication Apprehension.

Todd William Paddock (R.E. Ostman): Science Reporting Across Two Cultures: Newspaper and Science Magazine Coverage of the Environmental Controversies Alar and Mad Cow Disease in the US and Britain.

Sharon Nicole Angela Parkinson (N.E. Awa): Empowerment Perspectives: European-American Women and African-Americans in the Workplace.

MAY, 1994

Vivian Franco (R.D. Colle): A Model of Community Development: The Puerto Rican Division of Community Education.

JANUARY, 1994

Kathryn Elizabeth Barash (R.E. Ostman): U.S. Television Advertising and a View of the Child (1992).

Marion Ethel Davis (S.A. White): Advocating Justice: A Comparative Analysis of Negro Press Coverage of the Scottsboro Case: 1931-1933.

Michael Lawrence Ely (G.K. Gay): Student Response to Collaborative Fiction Writing: A Qualitative Study.

Erika Paige Kindlund (G.K. Gay): The Space Beyond the Computer Screen: A Preliminary Investigation of the Perceptual Influence of Visual Effects in Computerized Information Environments.

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Andrew Bernard (C.J. Glynn): Diffusion of Integrated Pest Management Among New York State Cabbage Growers: The Effect of Economic Constraints on Adoption.

Stacy Renee Bereck (C.J. Glynn): MTV or Mom: Competing Influences on the Potential First-time Presidential Voter.

Hsiao-Yun Hu (J.P. Yarbrough): The Development of Cable Television and Satellite Broadcast Systems in the Far East: A Regional Development.

MAY, 1993

Rebecca A. Piirto (B.V. Lewenstein): Electronic Communities: Sex, Law and Politics Online.

Patricia Moy (D.G. McDonald): The Reliability and Validity of Television Gratifications: An Examination of Panel Data.

JANUARY, 1993

Shannon Sue Dyer (R.E. Ostman): The Silkscreen Poster of the Graphic Arts Workshop of the Division of Community Education in Puerto Rico: 1949-1964.

Yuko Yamaguchi (D.F. Schwartz): Mentoring and Career Success Among Japanese Employees.

AUGUST, 1992

Osei Appiah (R.E. Ostman): Sports Television and High School Athlete's Construction of Social Reality About Careers: Application of Uses & Effects.

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MAY, 1992

Paul Janet Reynolds (J.P. Yarbrough): Amish Media Use: Ways of Knowing the Non-Amish World.

JANUARY, 1992

Hiroko H. Robinson (D.G. McDonald): US-Japan Cross-Cultural Audience Research in Advertising Emotion and Advertising Effectiveness.

AUGUST, 1991

Emil Adam (R.D. Colle): Perceptions and Behaviors of South Pacific Extension Officers Towards Communication of Information.

Minori Nakanishi (D.F. Schwartz): Leadership, Satisfaction with Supervision and Interpersonal Communication: A Study of Japanese Managers in the United States.

Richard Jeffers Wray (R.E. Ostman): Taking Stock of Consequences: The Evaluation of a Dramatic Film About Teenage Pregnancy in an Educational Setting in Kenya.

MAY, 1991

Willie Neal Jenkins (B.V. Lewenstein): The Effects of the Kerner Commission Report on the Hiring of Minority Journalists.

Kazuko Odagawa (D.F. Schwartz): Communication Satisfaction and Organizational Commitment: U.S. and Japanese Workers Under Japanese-Style Management.

JANUARY, 1991

Demissew Bekele Mulugeta (R.D. Colle): Views of Policy Makers and Potential Adopters on Existing Educational Media and New Communication Technologies in the Ethiopian Educational System.

Doctor of Philosophy (Ph.D.)

Graduates, Advisors, and Dissertation Titles

1997-2000

AUGUST, 2000

Wendy Beth Martin (G.K. Gay): Learning from the Colwell School: An Ethnographic Case Study of an Educational Technology Culture.

Katherine Anne McComas (C.W. Scherer): Theory and Practice of Public Meetings.

MAY, 2000

None

JANUARY, 2000

None

AUGUST, 1999

Julia Regina Fox (M.A. Shapiro): Accurate and False Memories of Television News Stories: Confidence and Experiential Differences in Recognition Judgments.

MAY, 1999

Julian Albert Kilker (G.K. Gay): Networking Identity: A Case Study Examining Social Interactions and Identity in the Early Development of E-mail Technology.

JANUARY, 1999

Anupama Dokeniya (J.E. Shanahan): Re-forming the State: An Institutional Analysis of Telecommunications Liberalization in India.

Anne Marie Johnston (S.A. White): Public Participation in the Politics of Environmental Discourse: The Anitec Image Corporation Pollution Controversy.

AUGUST, 1998

None

MAY, 1998

Sharon Sue Kleinman (D.G. McDonald): Membership Has Its Benefits: Computer-Mediated Communication and Social Identification in an Online Discussion Group for Women in Science and Engineering.

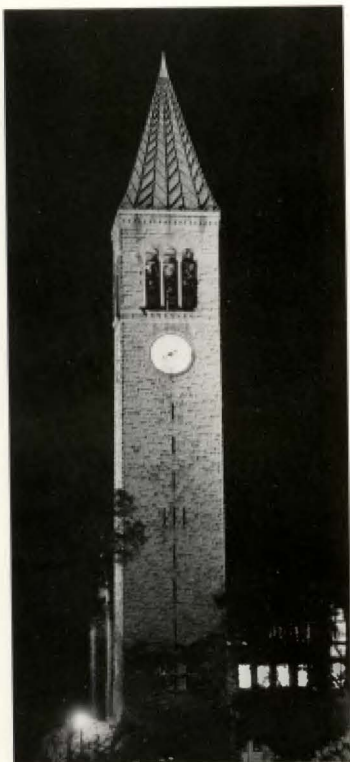
Eunkyung Park (C.J. Glynn): Individualism/Collectivism, Self-Concept and Social Behavior: False-uniqueness and the Spiral of Silence Hypotheses.

JANUARY, 1998

Amanda Foster Colson Sturgill (G.J. Gay): Relationship of Telecommuting to Organizational Communication: A Preliminary Study of Group Process and Communication Satisfaction.

AUGUST, 1997

Ricardo Gomez (S.A. White): Democratization and the Information Society: Use of Computer-Mediated Communication in Non-Governmental Organizations in a Latin American Country.



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